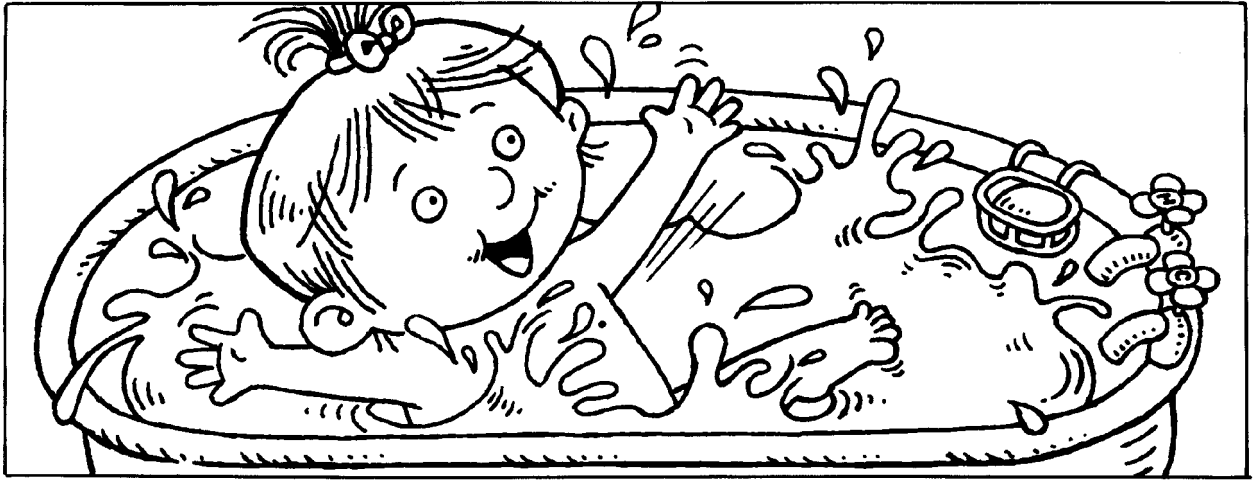


VISIT...

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BENCHMARK • E

Bath Time

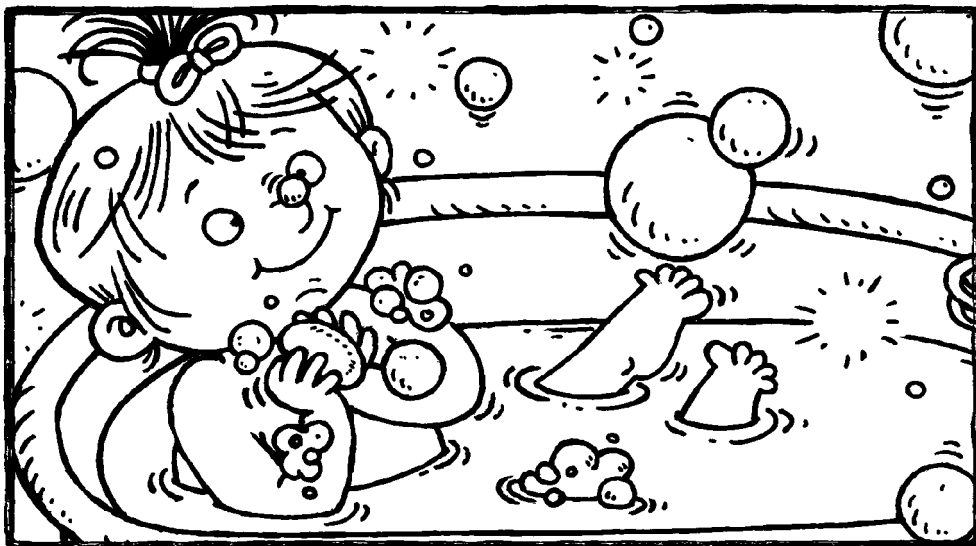


Written by Felicia Brown • Illustrated by Angela Kamstra

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Bath Time

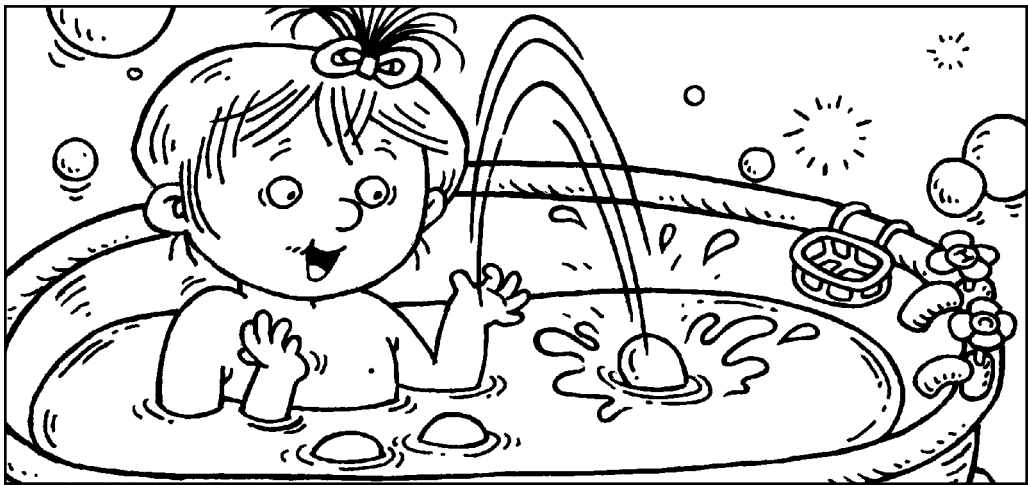
A Reading A-Z Level E Benchmark Book • Word Count: 101



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Bath Time



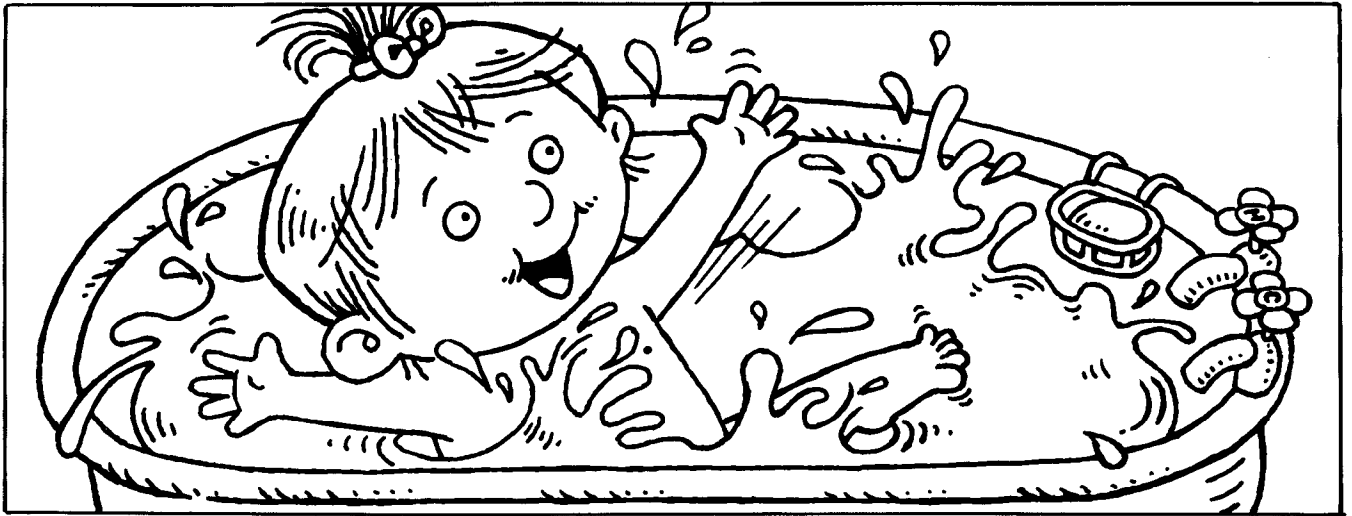
Written by Felicia Brown
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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

LEVEL E
Correlation

Bath Time
Level E Benchmark Book
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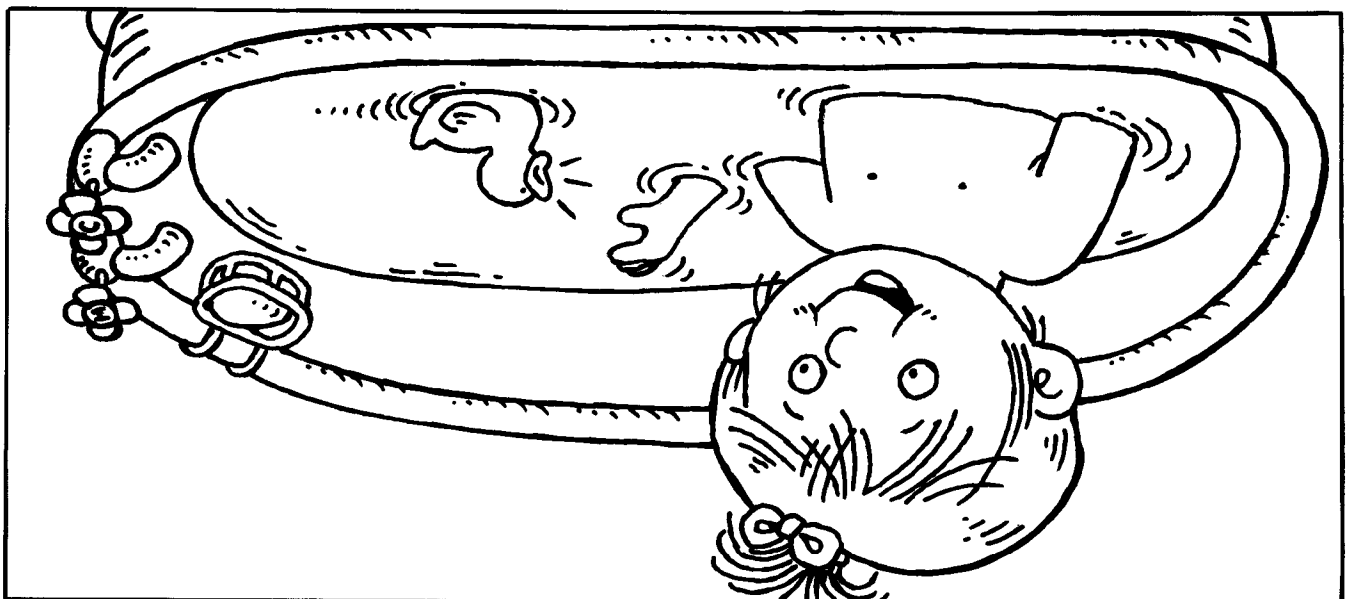


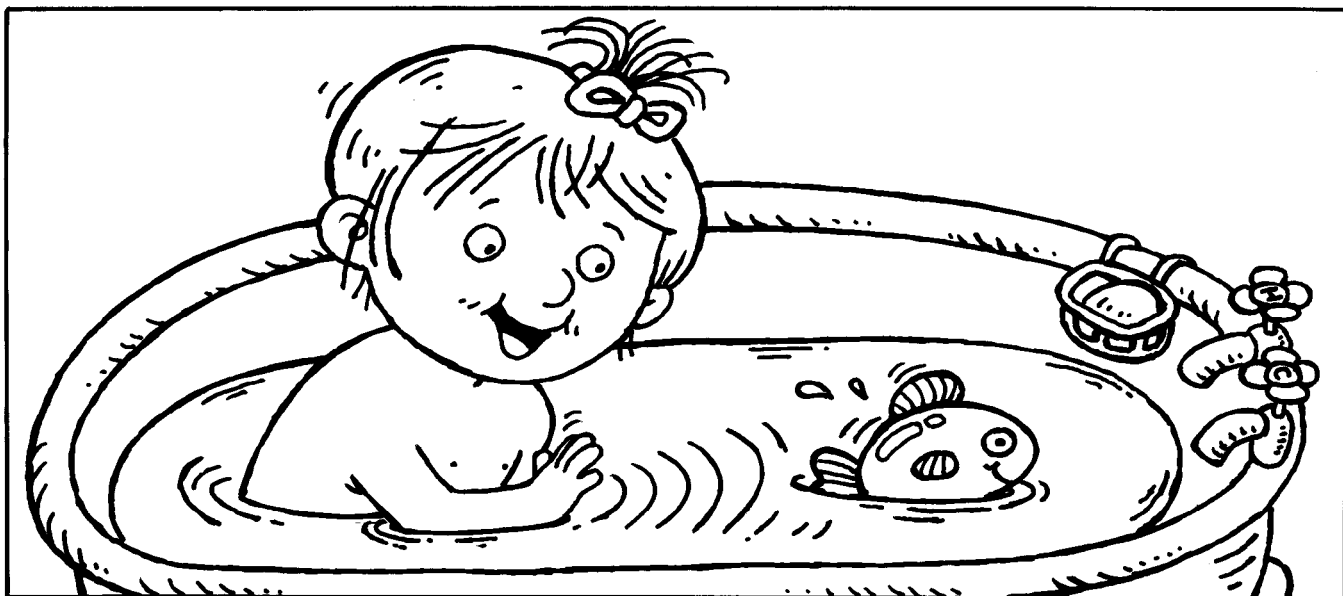
Mom says it is time for my bath.
I get into the tub.
I go SPLISH, SPLASH.

3

My little rubber duck gets into the tub.
It goes QUACK, QUACK.

4



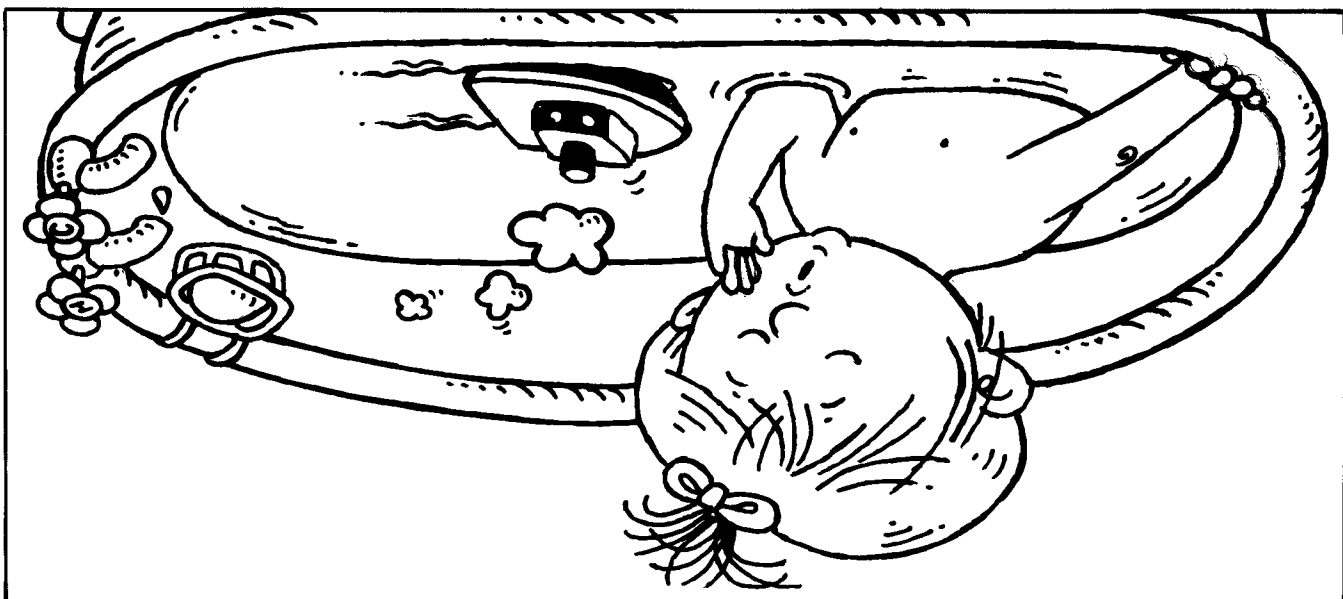


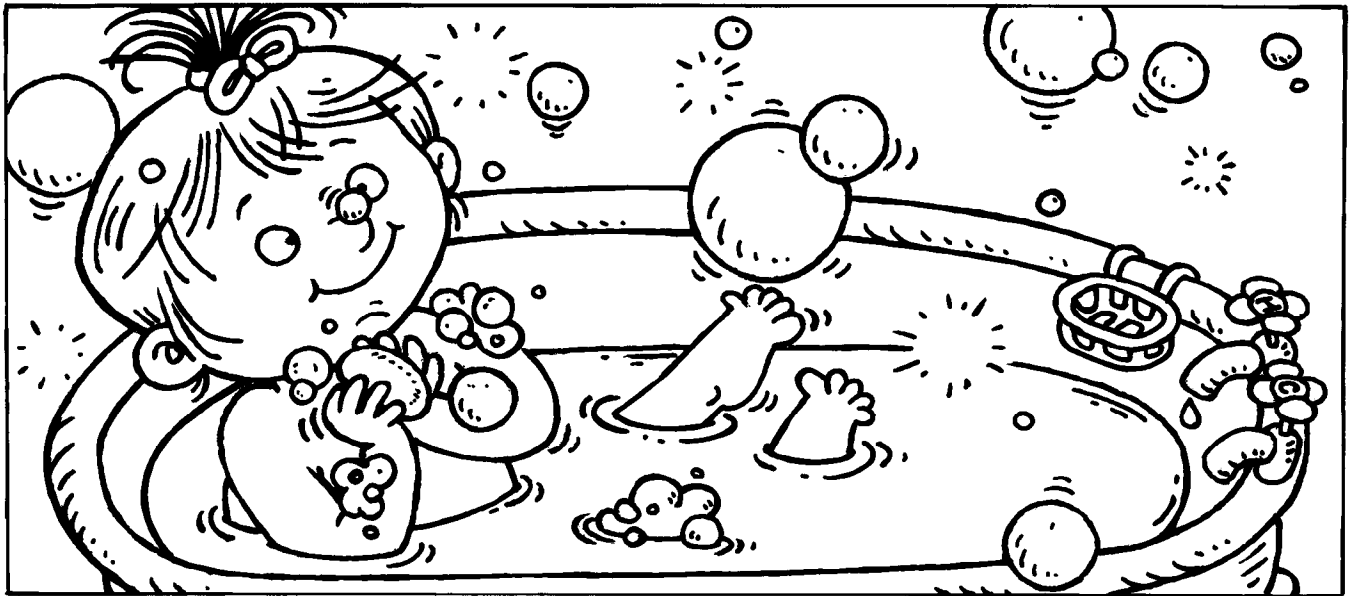
My little toy fish gets into the tub.
It goes SWOOSH, SWOOSH.

5

My little toy tugboat gets into the tub.
It goes TOOT, TOOT.

9



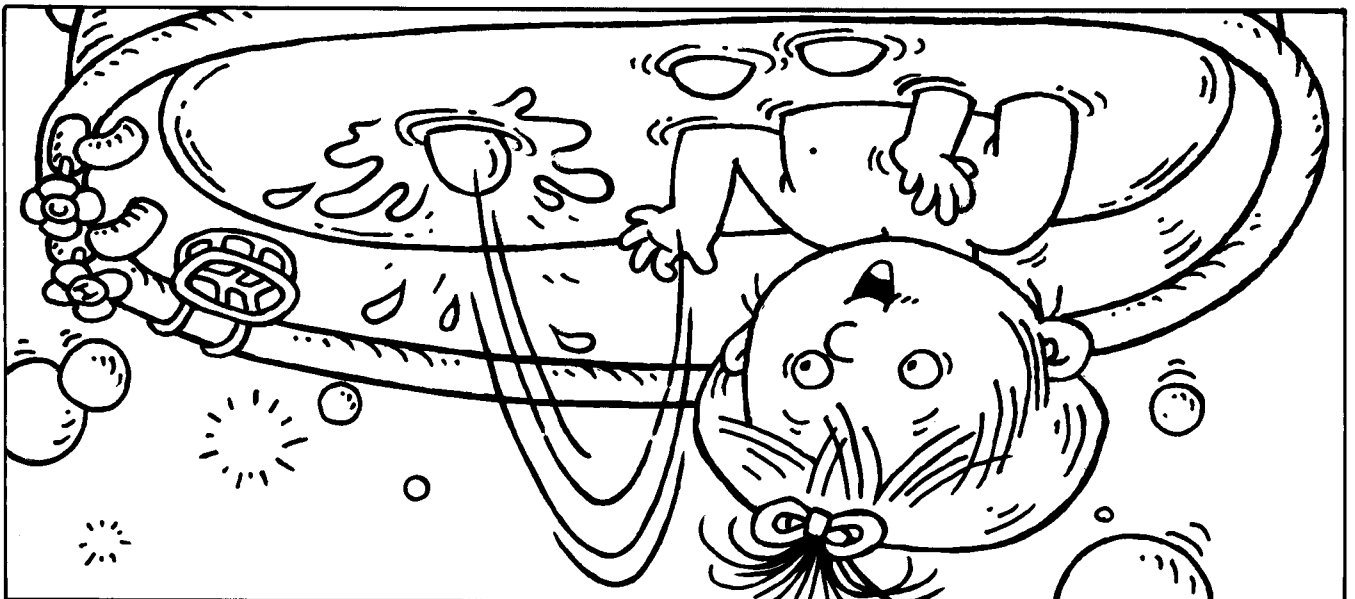


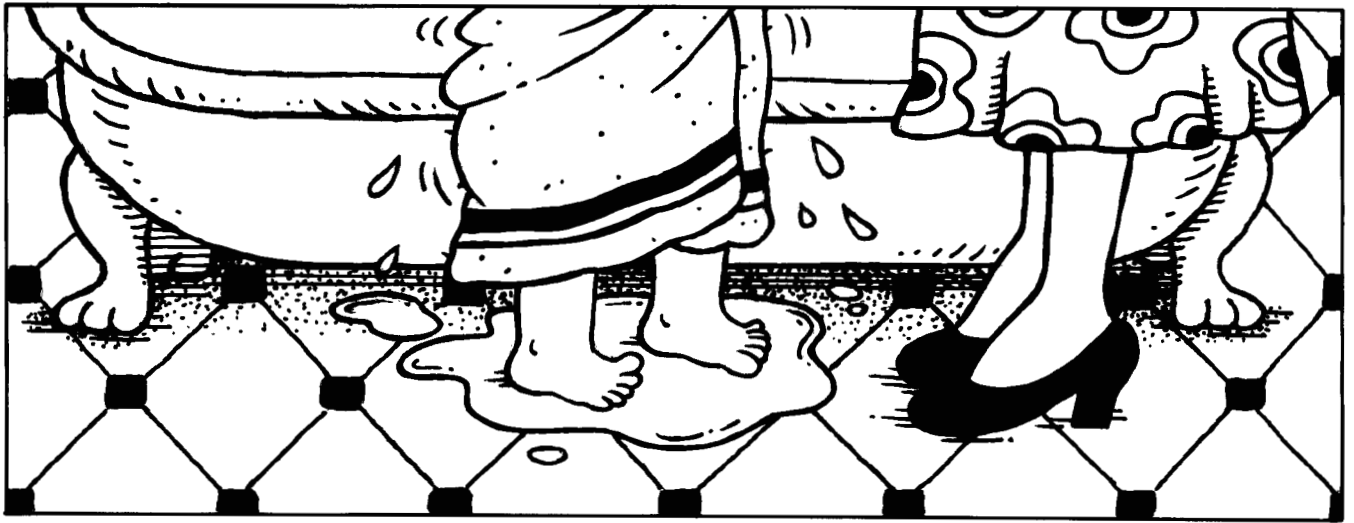
The big soap bubbles go up and up.
They go POP, POP!

7

The soap slips out of my hand.
It goes KERPLOP!

8



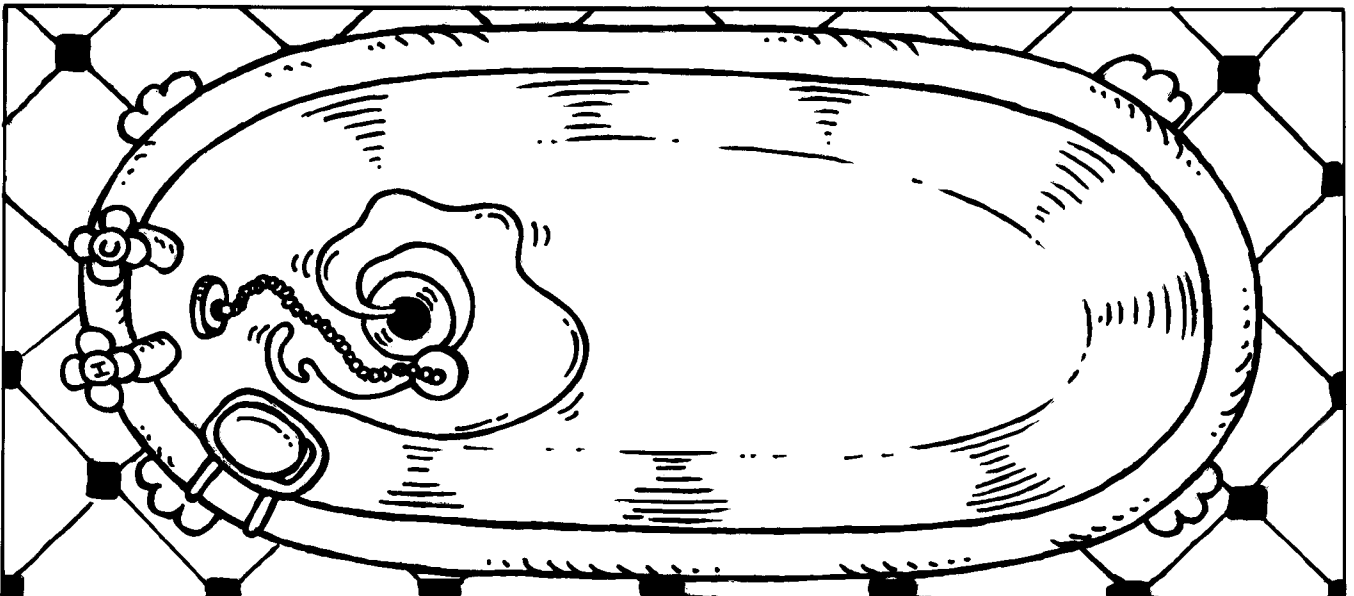


Mom says, "It is time to get out."
I get out of the tub.
DRIP, DRIP.

9

The water goes out of the tub.
GURGLE, GURGLE, GLUB.

10



Reading a-z Running Record

Level E

Student's Name _____ Date _____

Bath Time
101 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	Mom says it is time for my bath. I get into the tub. I go SPLISH, SPLASH.								
4	My little rubber duck gets into the tub. It goes QUACK, QUACK.								
5	My little toy fish gets into the tub. It goes SWOOSH, SWOOSH.								
6	My little toy tugboat gets into the tub. It goes TOOT, TOOT.								
7	The big soap bubbles go up and up. They go POP, POP!								
8	The soap slips out of my hand. It goes KERPLOP!								
9	Mom says, "It is time to get out." I get out of the tub. DRIP, DRIP.								
10	The water goes out of the tub. GURGLE, GURGLE, GLUB.								
Totals									

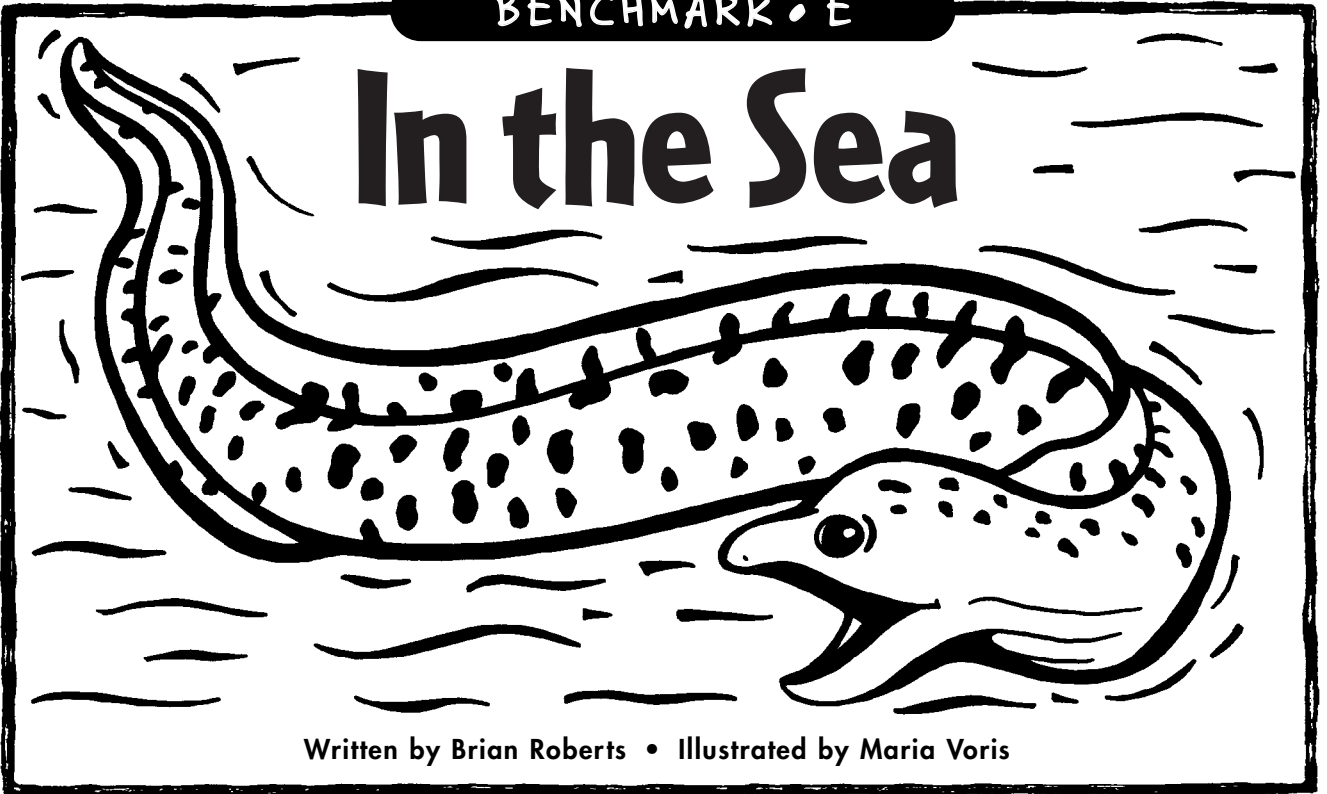
Accuracy Rate:

Error Rate:

Self-correction Rate:

BENCHMARK • E

In the Sea

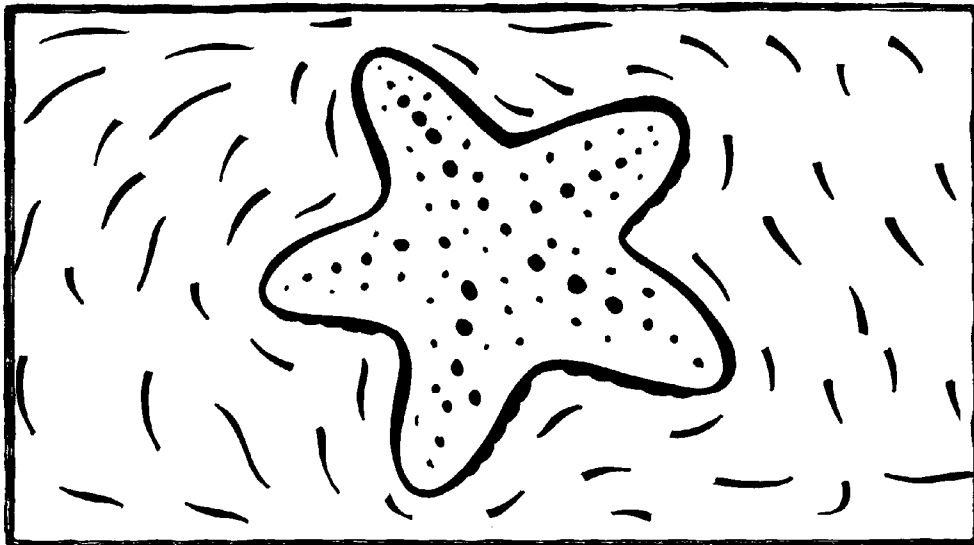


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In the Sea

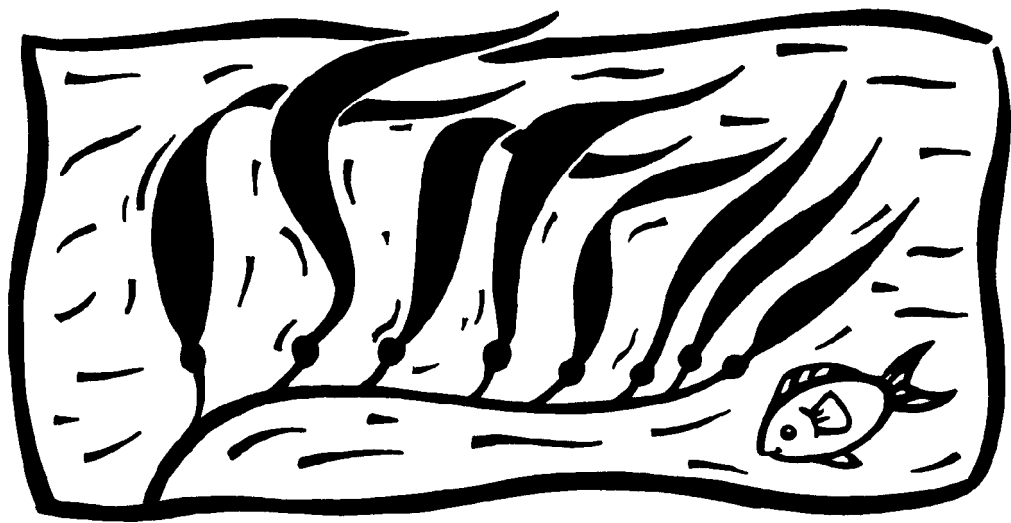
A Reading A-Z Level E Benchmark Book • Word Count: 116



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In the Sea



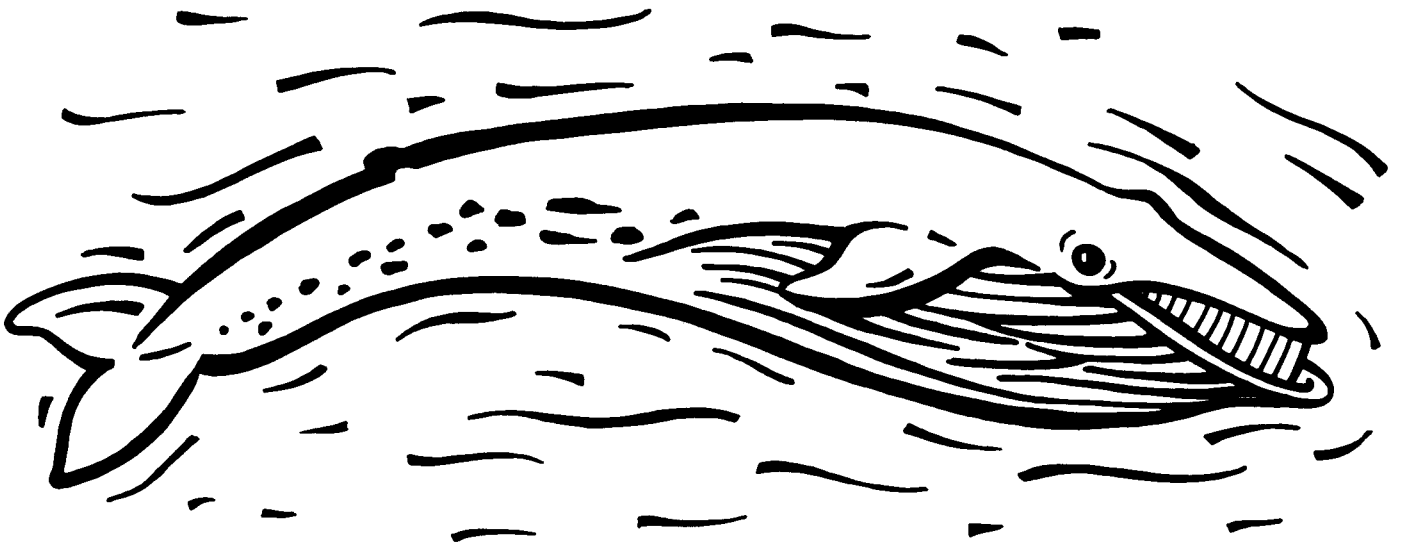
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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

LEVEL E
Correlation

In the Sea
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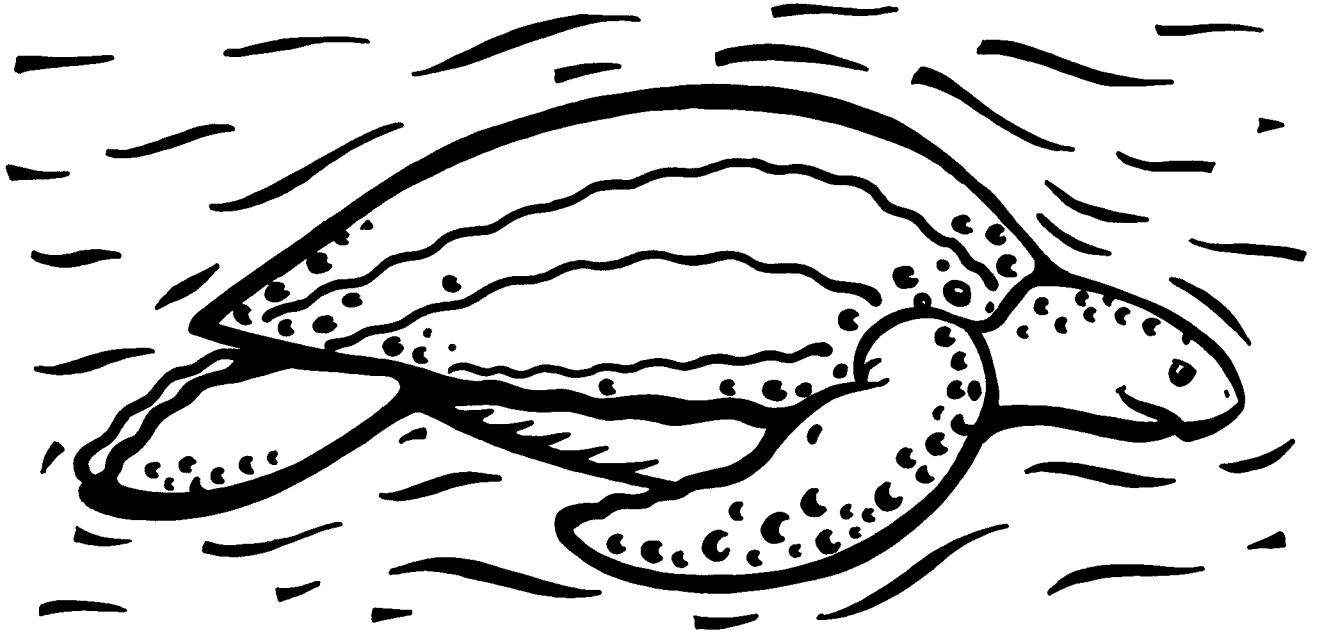
The big blue whale lives in the sea.
Does anything else live in the sea?

3

The hungry shark hunts in the sea.
Does anything else hunt in the sea?

4



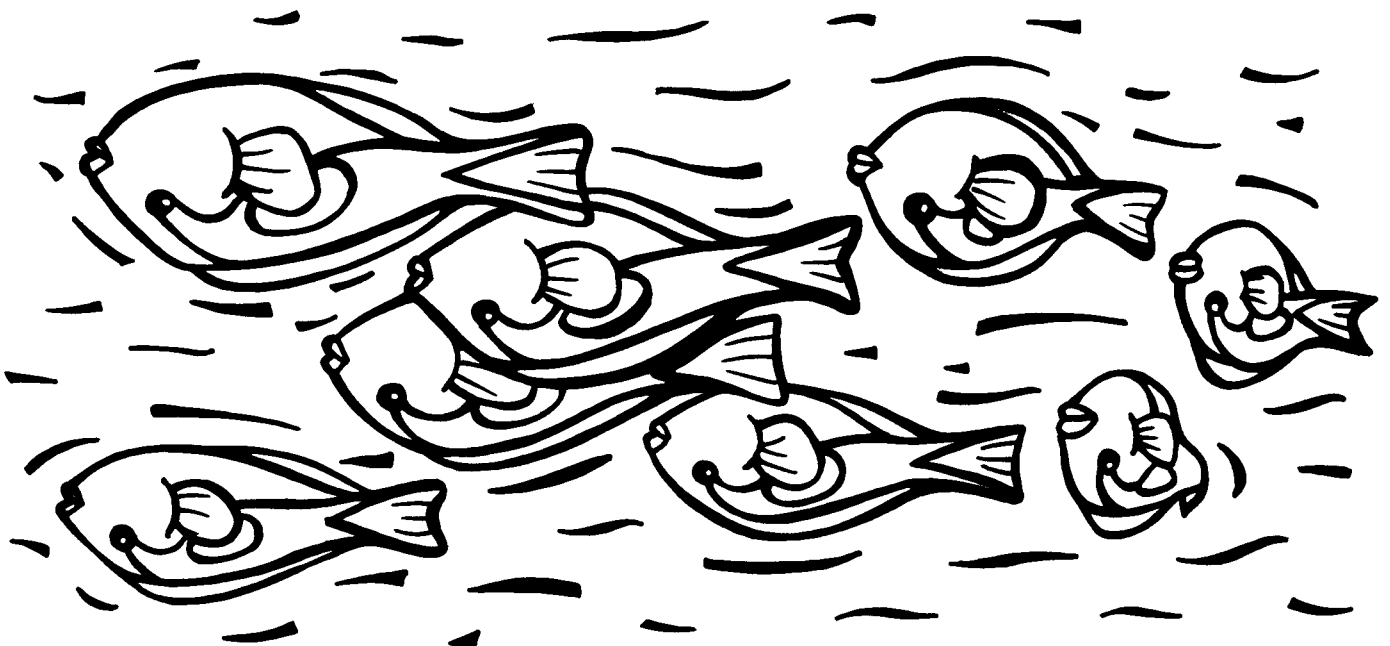


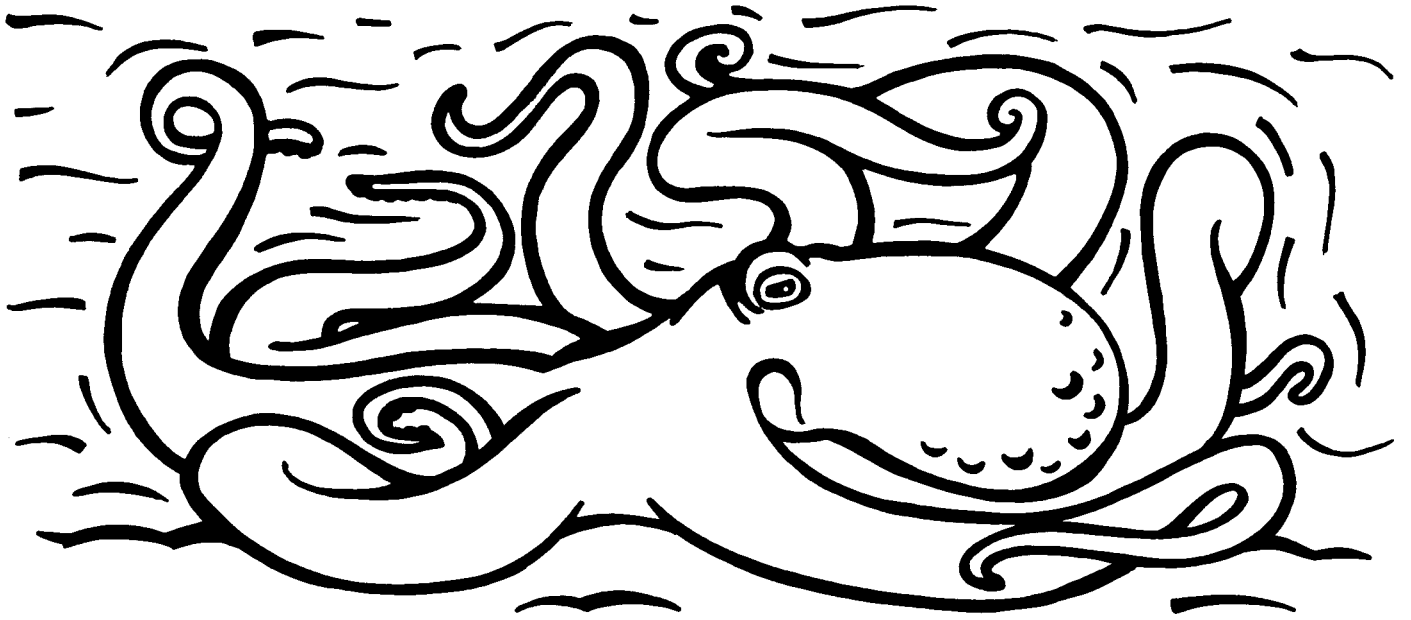
The giant sea turtle floats in the sea.
Does anything else float in the sea?

5

Schools of fish swim in the sea.
Does anything else swim in the sea?

6





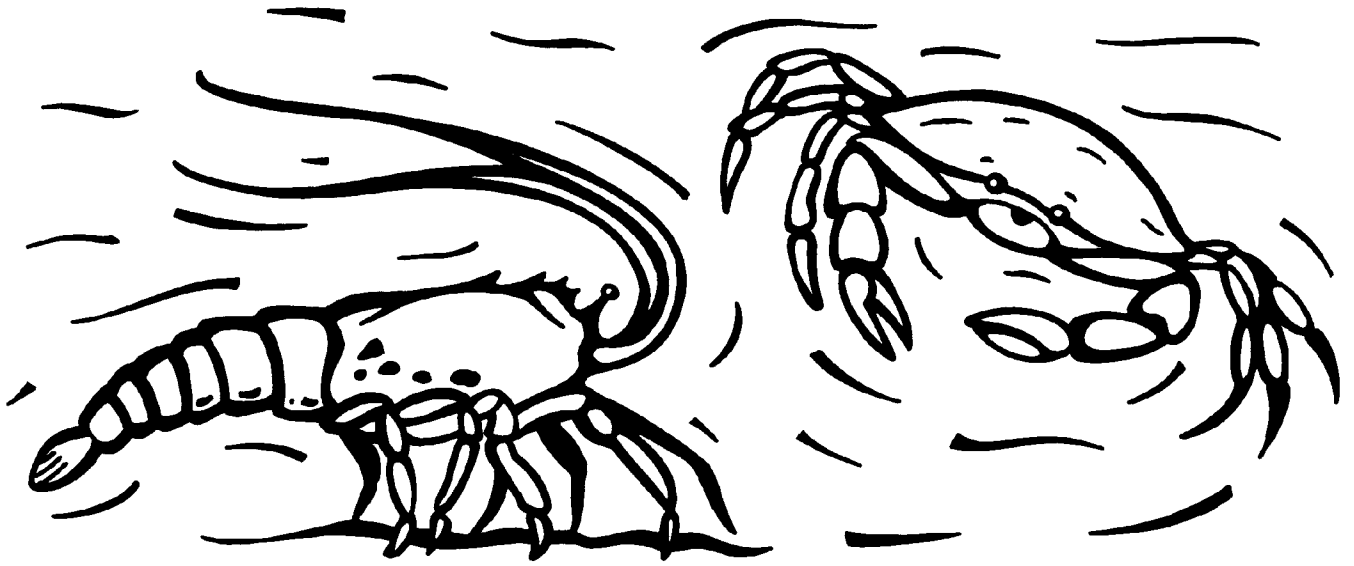
The eight-armed octopus moves in the sea.
Does anything else move in the sea?

7

The barking seal glides in the sea.
Does anything else glide in the sea?

8





Crabs and lobsters crawl in the sea.
Does anything else crawl in the sea?

9

Yes, yes.
Lots of things live in the sea.
Can you name more swimming sea things?

10



Reading a-z Running Record

Level E

Student's Name _____ Date _____

In the Sea
117 words

Have the student read out loud as you record.

Assessed by _____

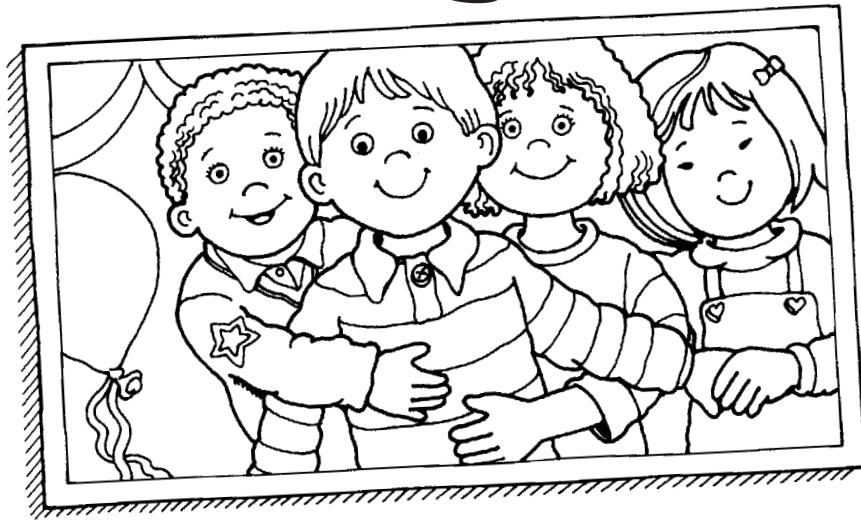
page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	The big blue whale lives in the sea. Does anything else live in the sea?								
4	The hungry shark hunts in the sea. Does anything else hunt in the sea?								
5	The giant sea turtle floats in the sea. Does anything else float in the sea?								
6	Schools of fish swim in the sea. Does anything else swim in the sea?								
7	The eight - armed octopus moves in the sea. Does anything else move in the sea?								
8	The barking seal glides in the sea. Does anything else glide in the sea?								
9	Crabs and lobsters crawl in the sea. Does anything else crawl in the sea?								
10	Yes, yes. Lots of things live in the sea. Can you name more swimming sea things?								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

Hugs



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Hugs

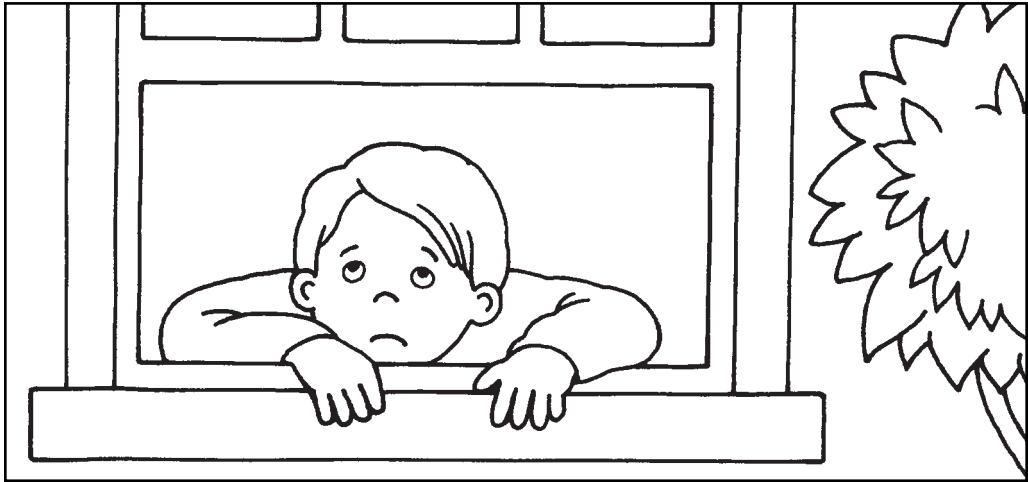
A Reading A-Z Level E Leveled Reader • Word Count: 121



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Hugs



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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

LEVEL E
Correlation

Hugs
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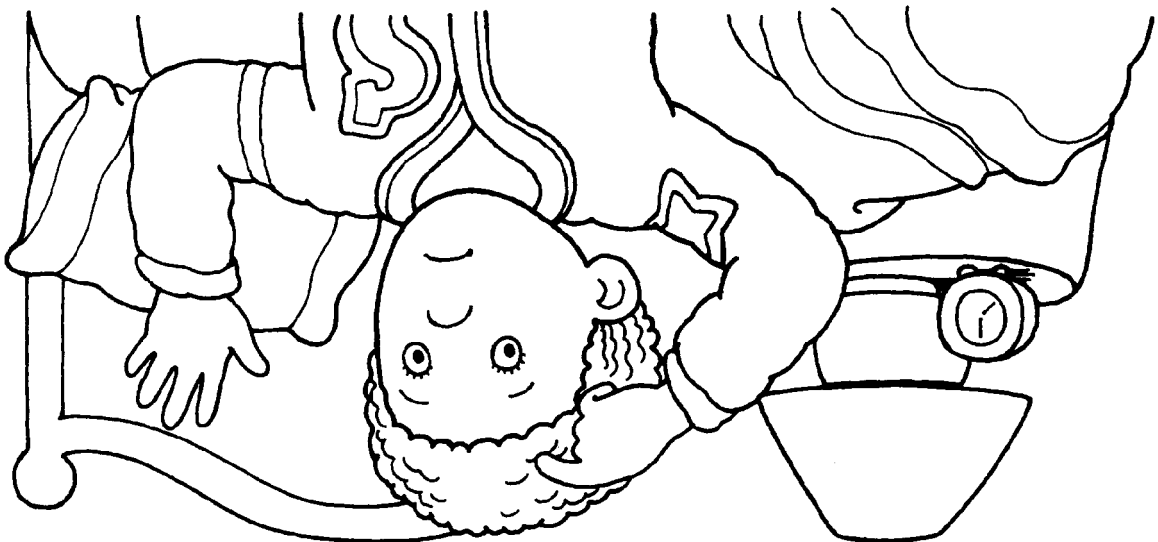


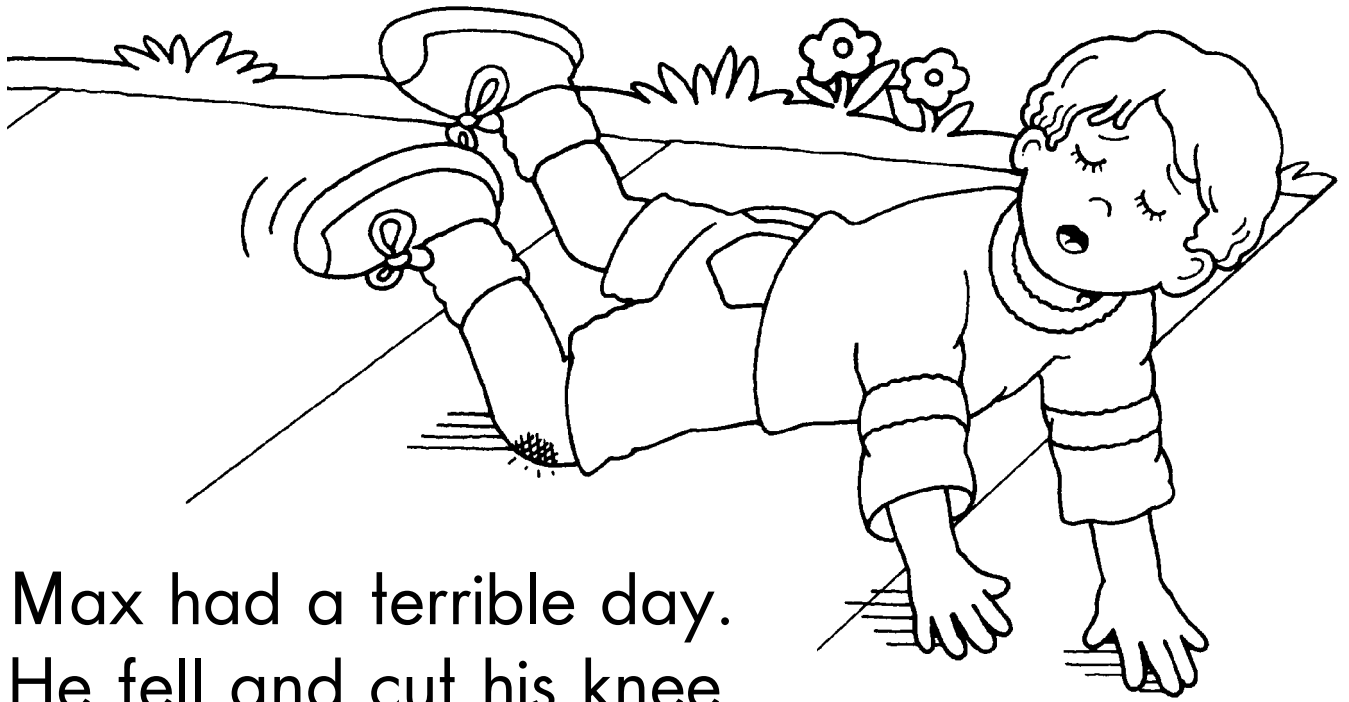
Maggie had a bad day.
She lost her favorite hat.
She needs a big hug.

3

Jamal had a very bad day.
He lost his favorite book.
He needs a very big hug.

4



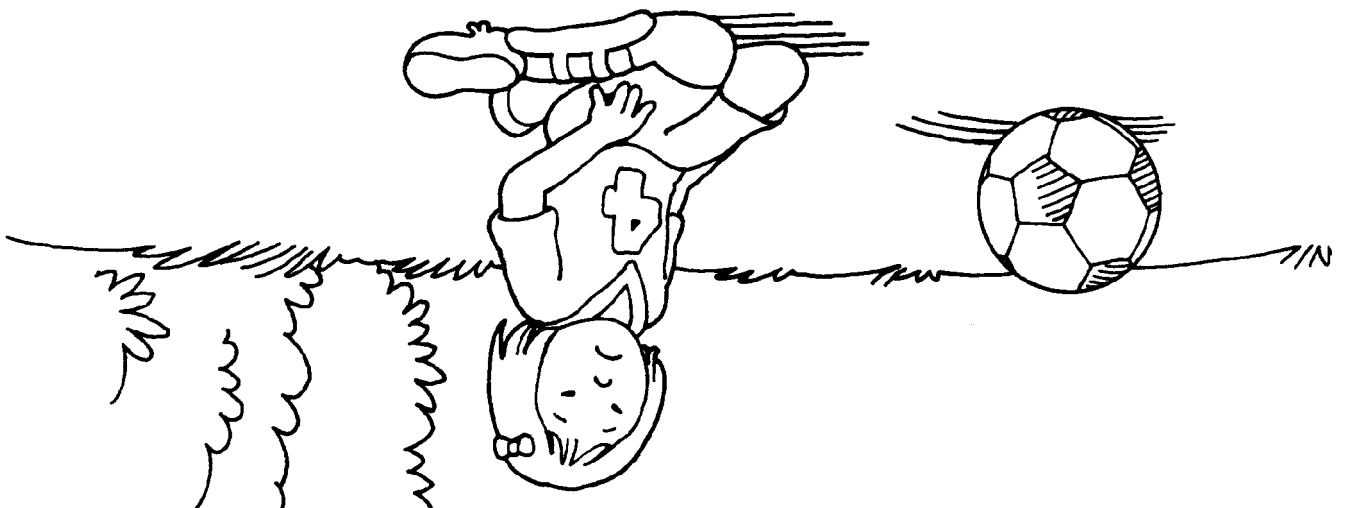


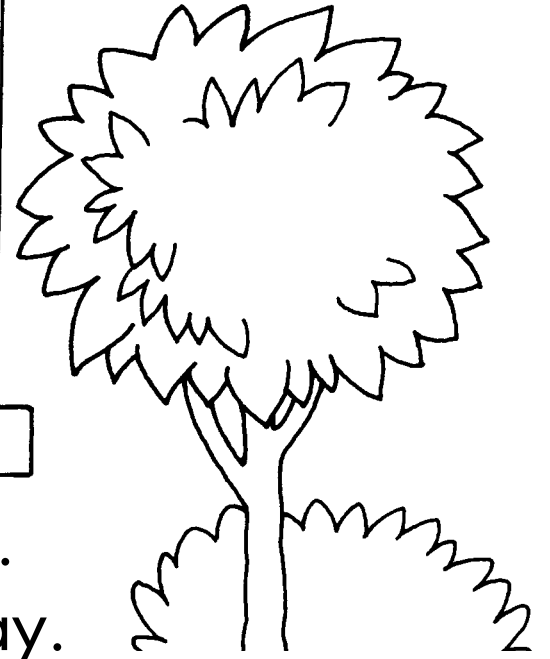
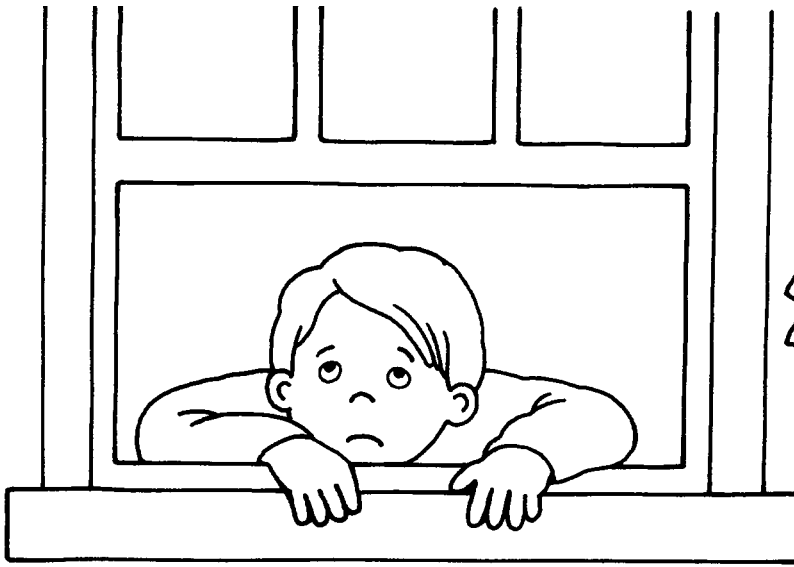
Max had a terrible day.
He fell and cut his knee.
He needs a huge hug.

5

Yoshi had a rotten day.
Her soccer team lost the big game.
Yoshi needs a giant hug.

9





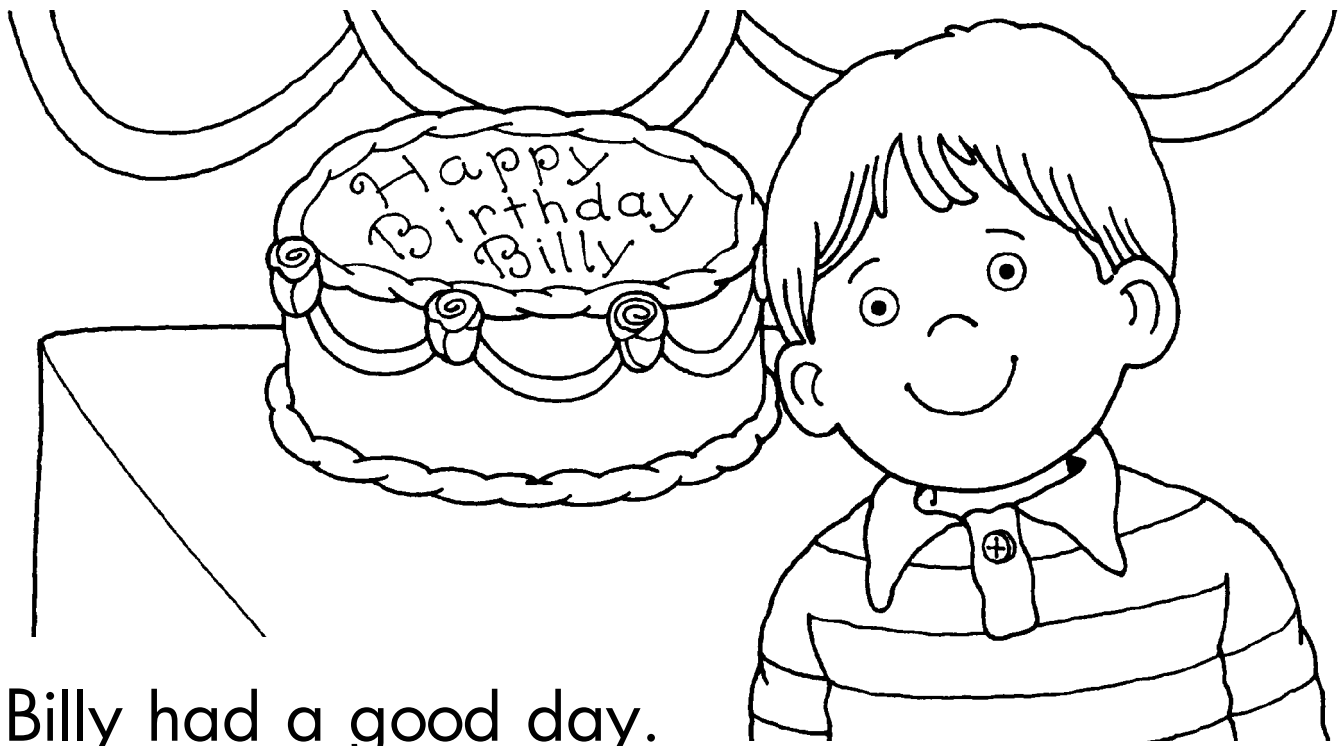
Rollo had a miserable day.
His best friend moved away.
Rollo needs an enormous hug.

7



Rosie had a horrible day.
Her pet goldfish died.
She feels very sad.
She needs a bunch of big hugs.

8

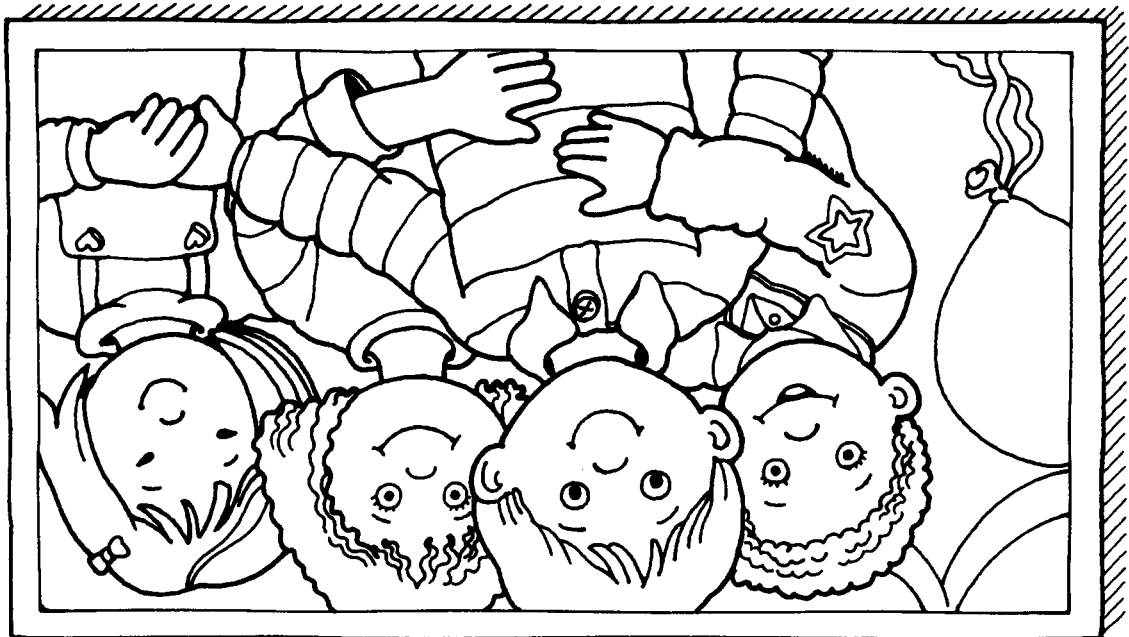


Billy had a good day.
It was his birthday.

9

Everybody gave Billy a birthday hug.
The hugs made everybody feel better.

10



Name _____

Maggie had
a bad day

because

HUGS • LEVEL E • 1

Jamal felt bad

because

Max felt bad

because

Rosie had
a bad day

because

SKILL: CAUSE AND EFFECT

Billy had
a good day

because

INSTRUCTIONS: Have students tell why each child in the book had a bad or good day.

Name _____

l i t t l e r y
m s t r l h e d
t o n g o o d n
w f a o n r p p
h t b i g e u f
g a h a p p y j

happy

big

good

soft

long

red

HUGS • LEVEL E • 2

1. I feel h_____ today.
2. The bug is very l_____.
3. The cat's fur is s_____.
4. Here is a r_____ apple.
5. Are you g_____ at math?
6. Give me a b_____ piece of pie.



SKILL: ADJECTIVES

INSTRUCTIONS: Read the words in the word box with students. Have them fill in the blanks with adjectives that make sense in each sentence. Then have students find the adjectives in the word search.

LEVELED READER • E

A Week with Grandpa

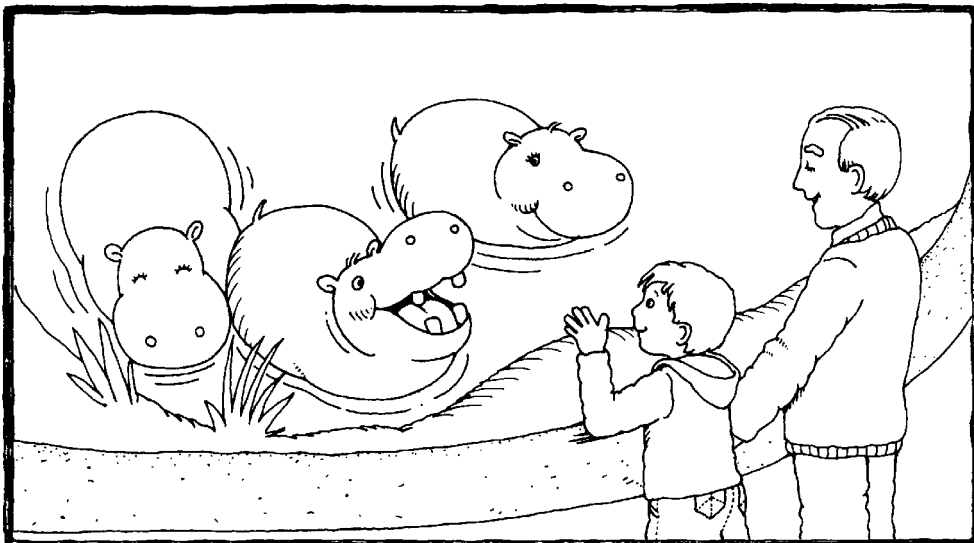


Written by Cheryl Ryan • Illustrated by Darcy Tom

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A Week with Grandpa

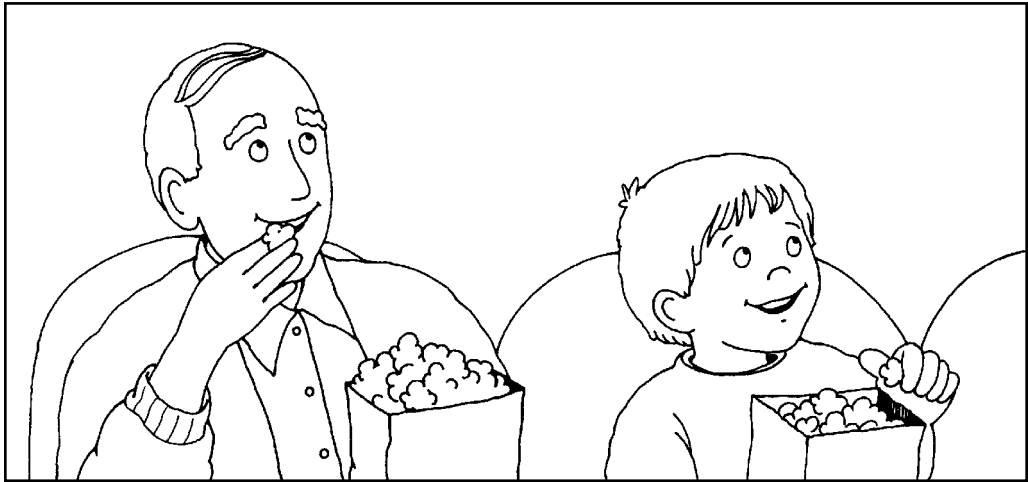
A Reading A-Z Level E Leveled Reader • Word Count: 102




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A Week with Grandpa



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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

LEVEL E
Correlation

A Week with Grandpa
Level E leveled Reader
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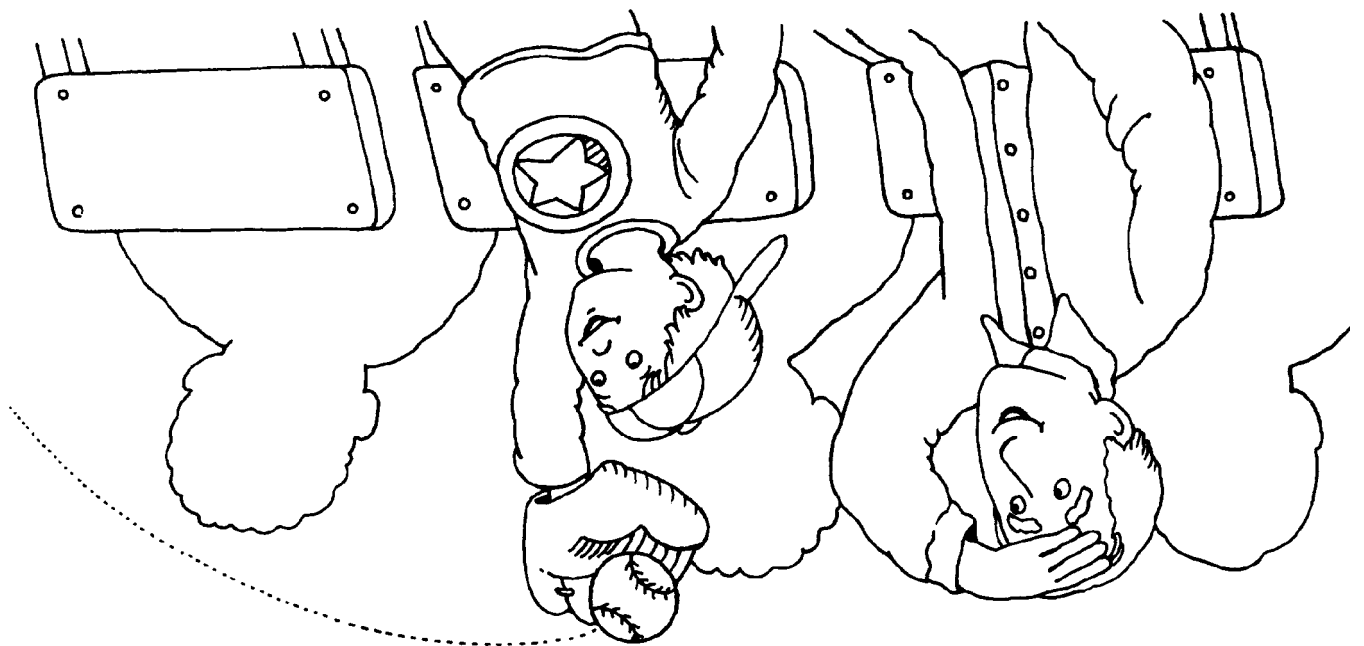


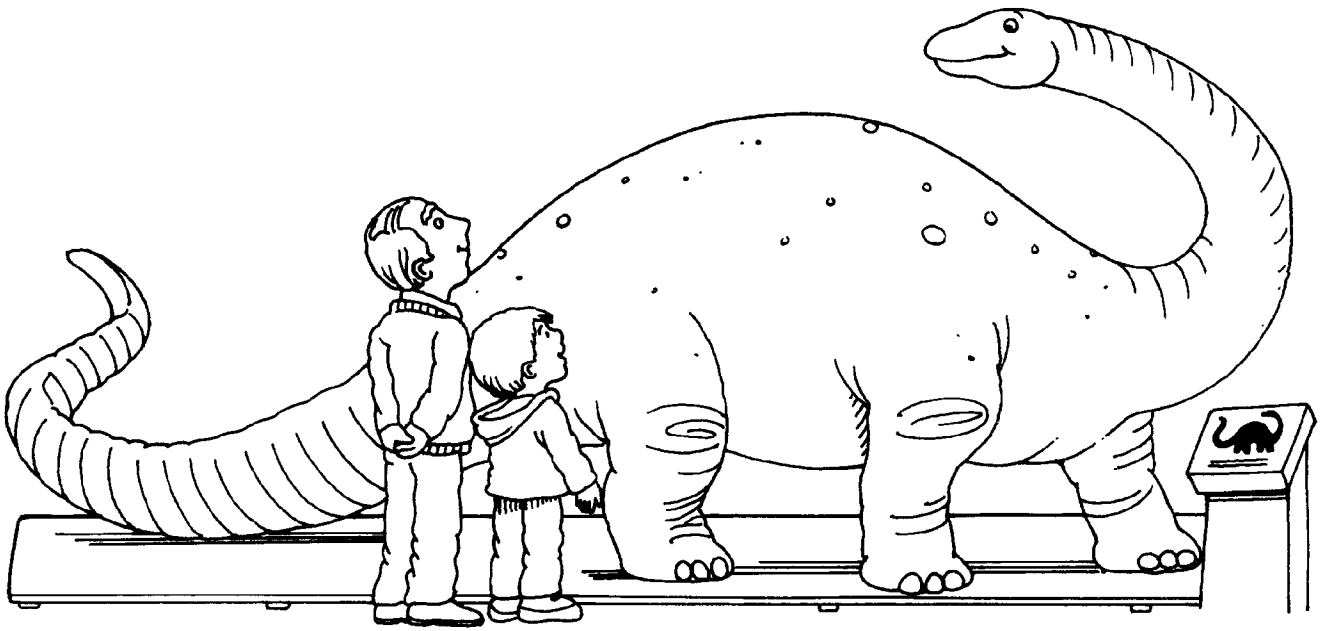
On Sunday Grandpa and I went fishing.
I caught a fish.

3

On Monday we went to the ball game.
I caught a ball.

4



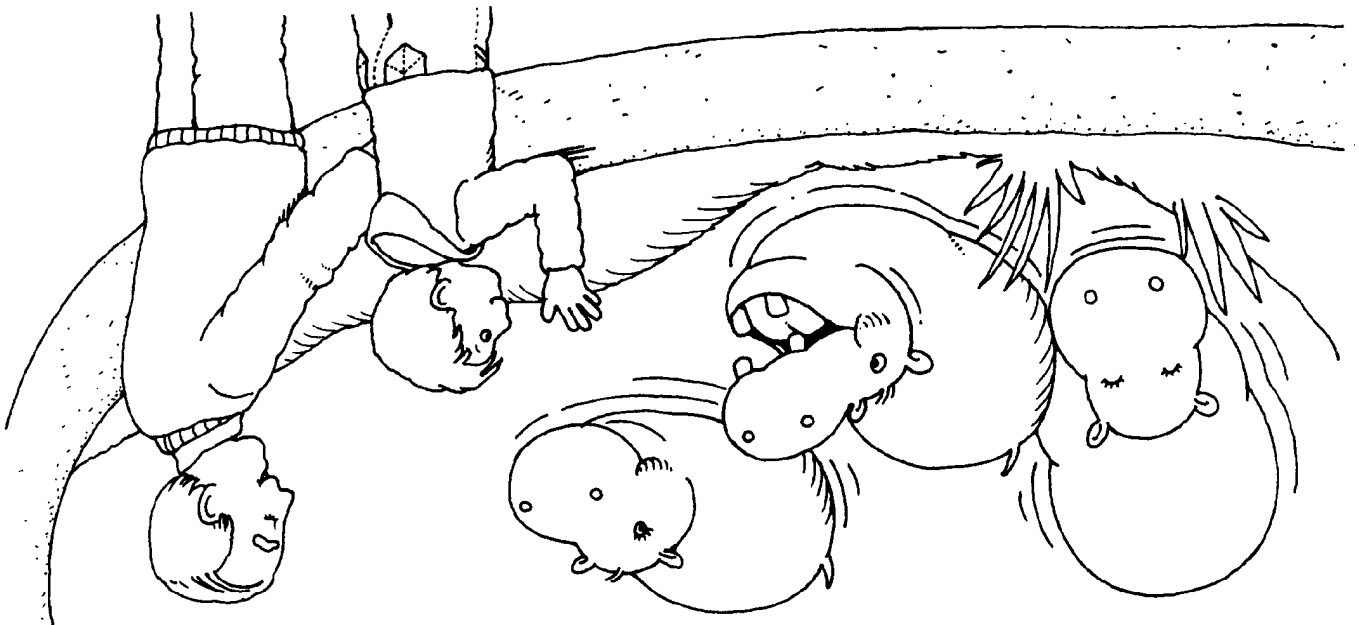


On Tuesday we went to the museum.
I saw a dinosaur.

5

On Wednesday we went to the zoo.
We saw three hippos.

6



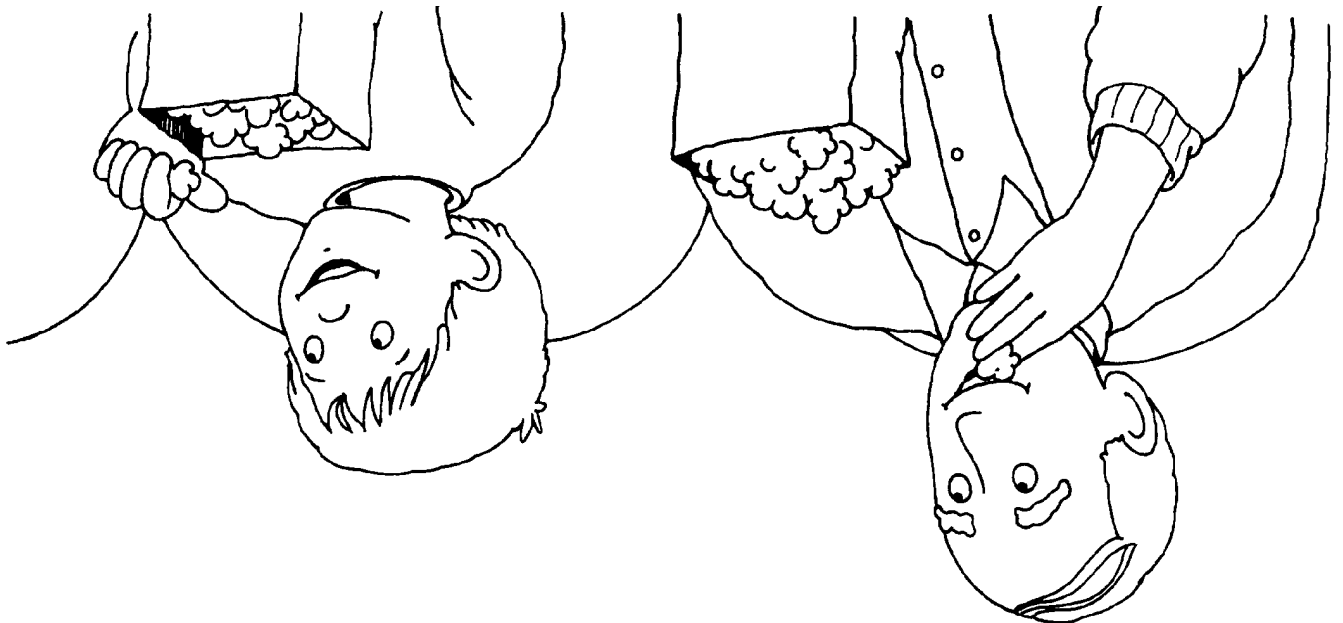


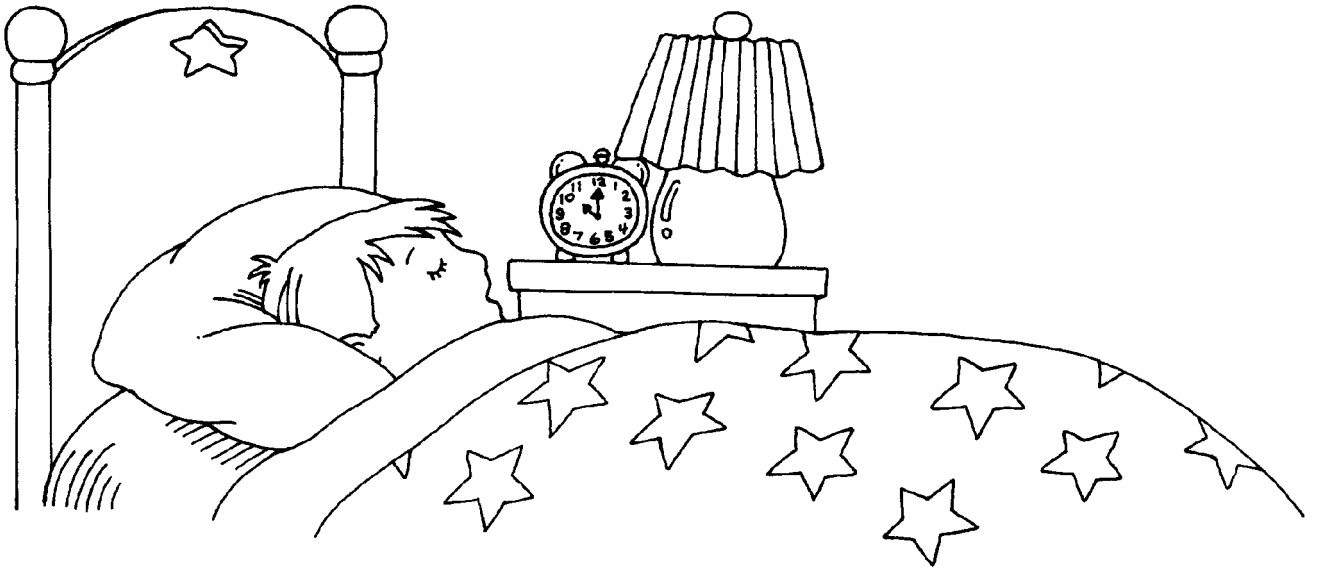
On Thursday we went to the beach.
We played in the waves.

7

On Friday we went to the movies.
We ate popcorn.

8



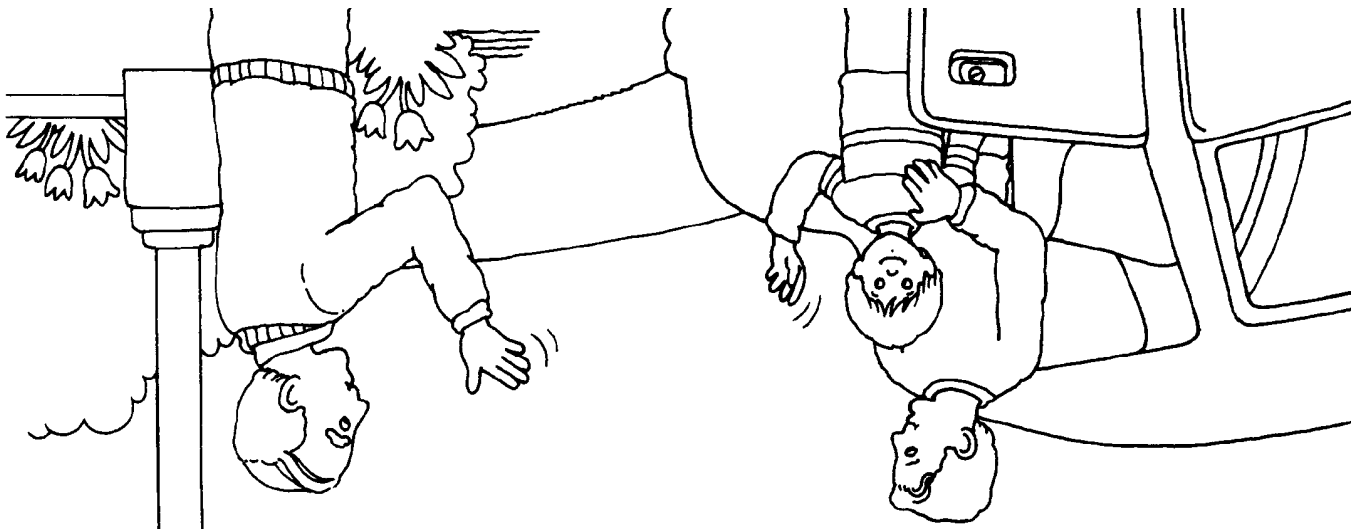


On Saturday I was tired.
I stayed in bed until 10:00.
Grandpa and I did not do anything.

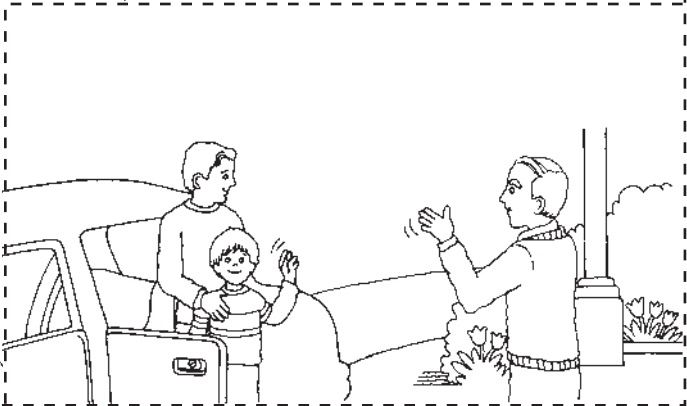
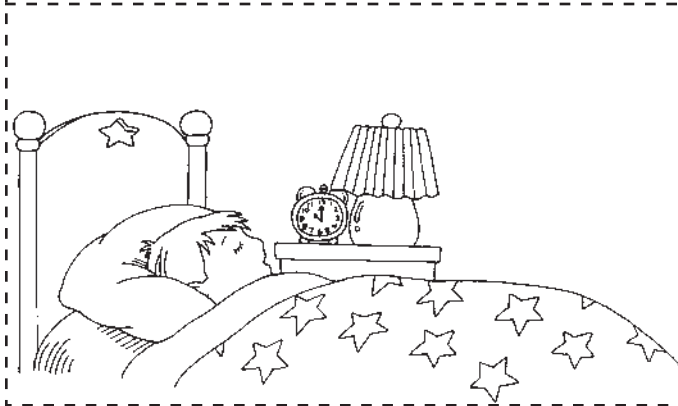
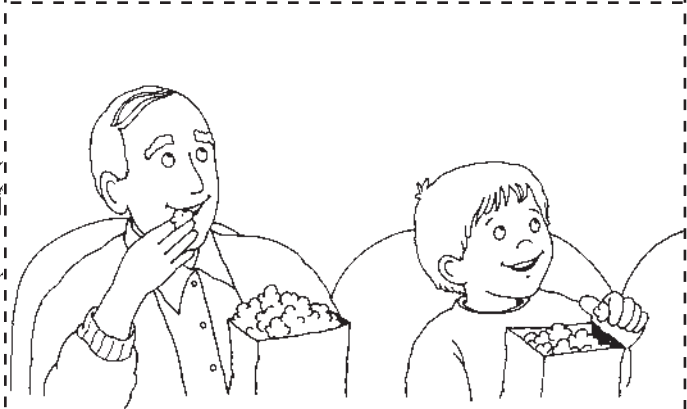
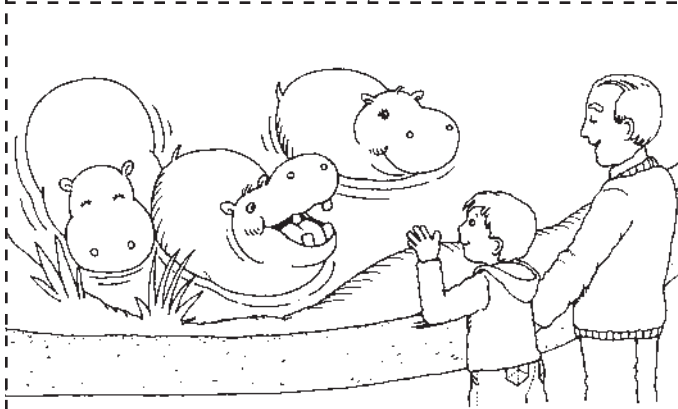
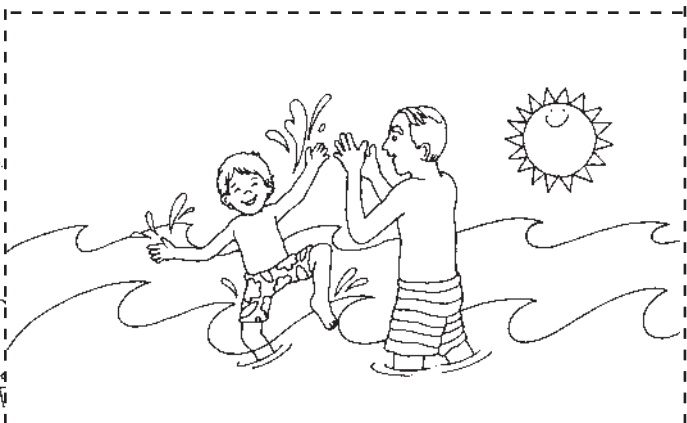
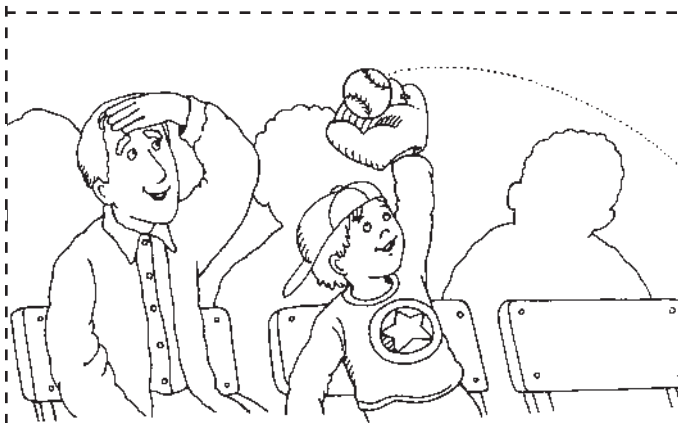
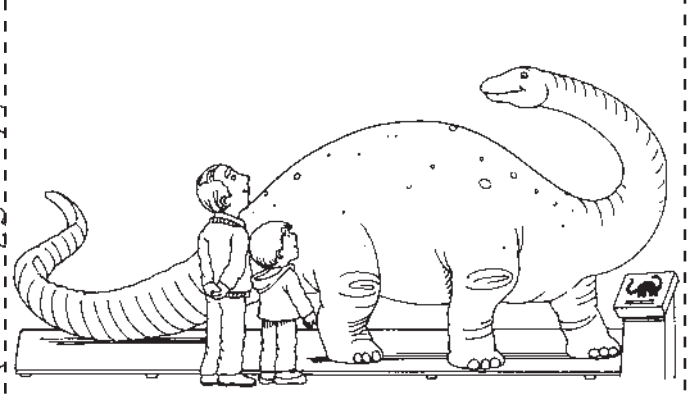
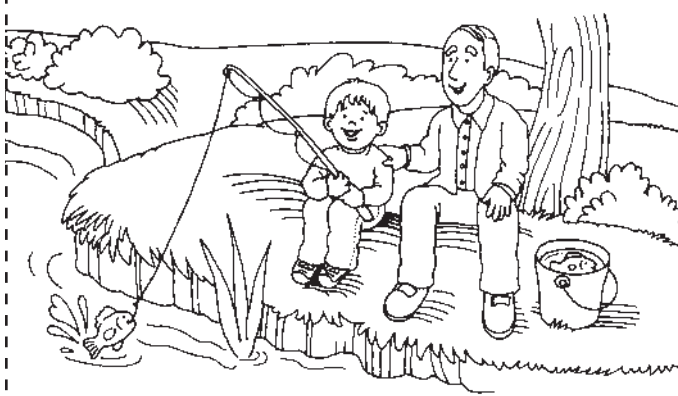
9

After dinner my dad came to get me.
I went back home.
I had fun with Grandpa.

10



Name _____

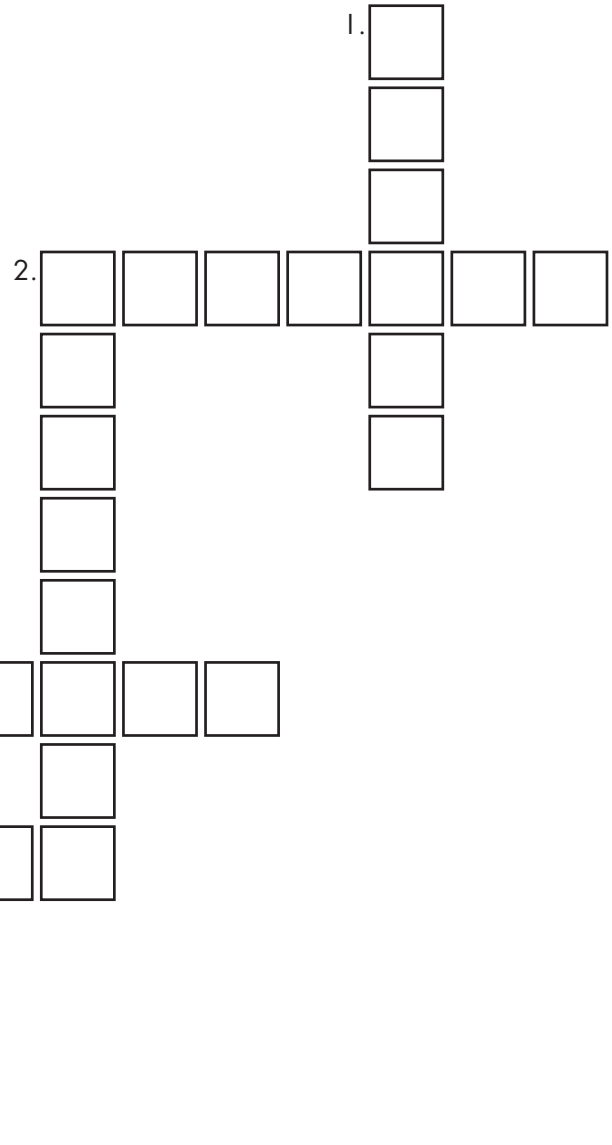


A WEEK WITH GRANDPA • LEVEL E • 1

SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Have students cut out the pictures and place them in the correct order. Then have them write the appropriate day of the week on the back of each picture. Encourage students to use the book as a guide.

Name _____



ACROSS

2. the day after Monday
3. the day after Friday
4. the day that begins with W
5. the day before Saturday

DOWN

1. the day that begins with M
2. the day after Wednesday
3. the day before Monday

INSTRUCTIONS: Have students read the sentences to find the clues to the days of the week. Then have them write the days in the crossword puzzle.

LEVELED READER • E

Doctor Jen



Written by Cheryl Ryan • Illustrated by Dominic Catalano

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Doctor Jen

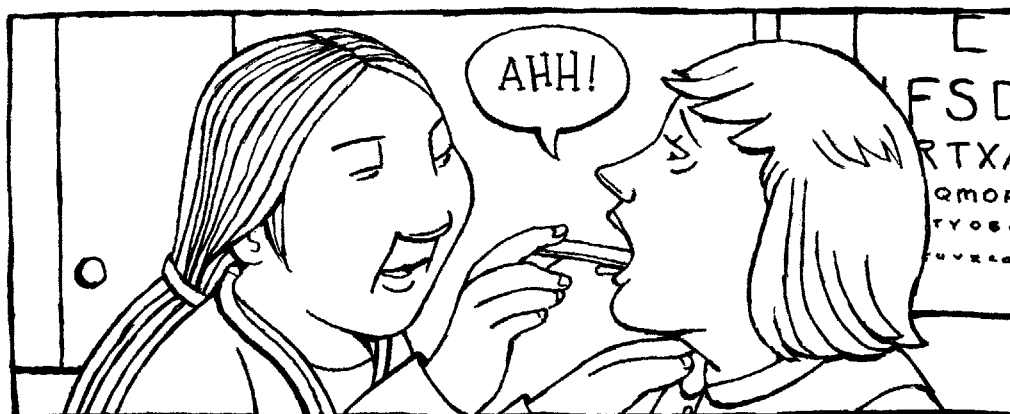
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Doctor Jen



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Correlation	
LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	6-8

Doctor Jen
Level E leveled Reader
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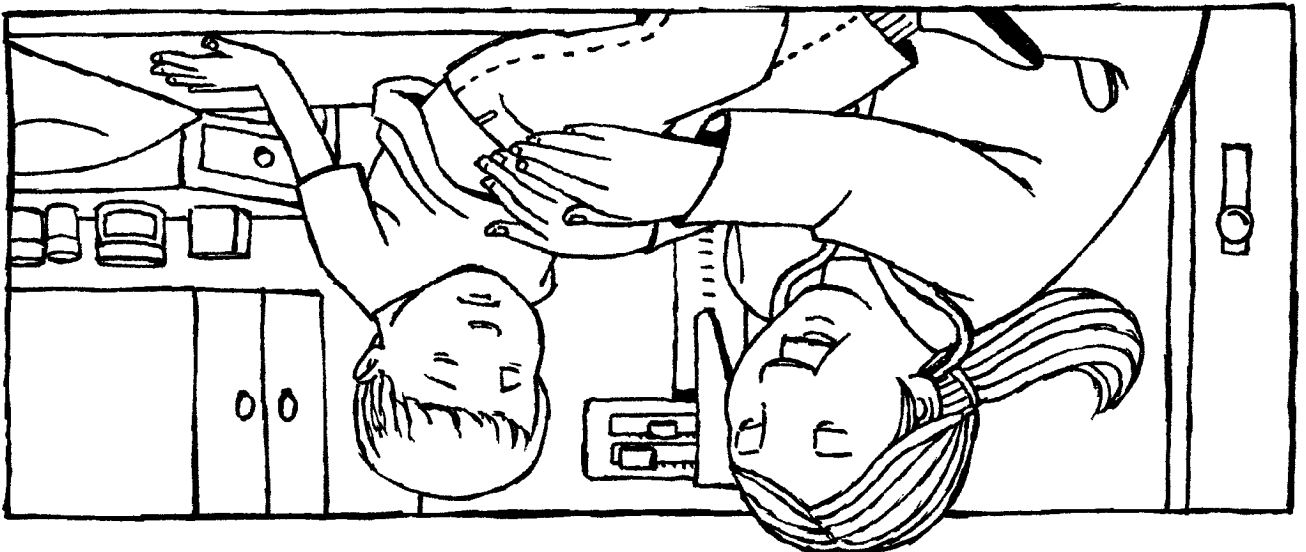


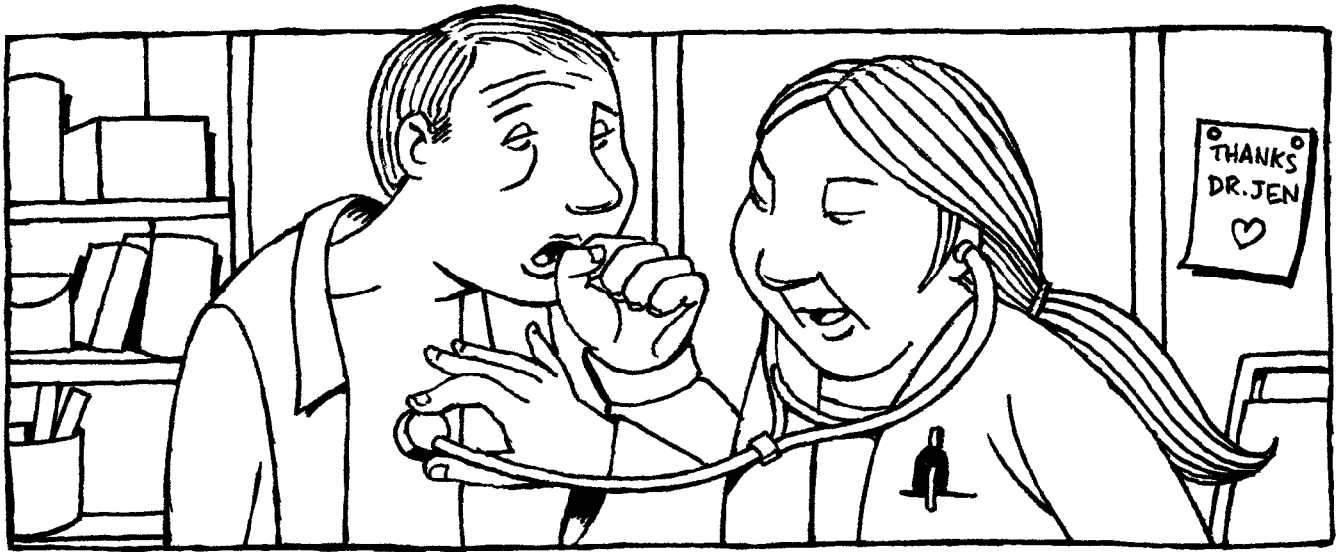
My sister is sick.
She has a fever.
Let's take her to Doctor Jen.

3

4

My brother is sick.
He has a tummy ache.
Let's take him to Doctor Jen.





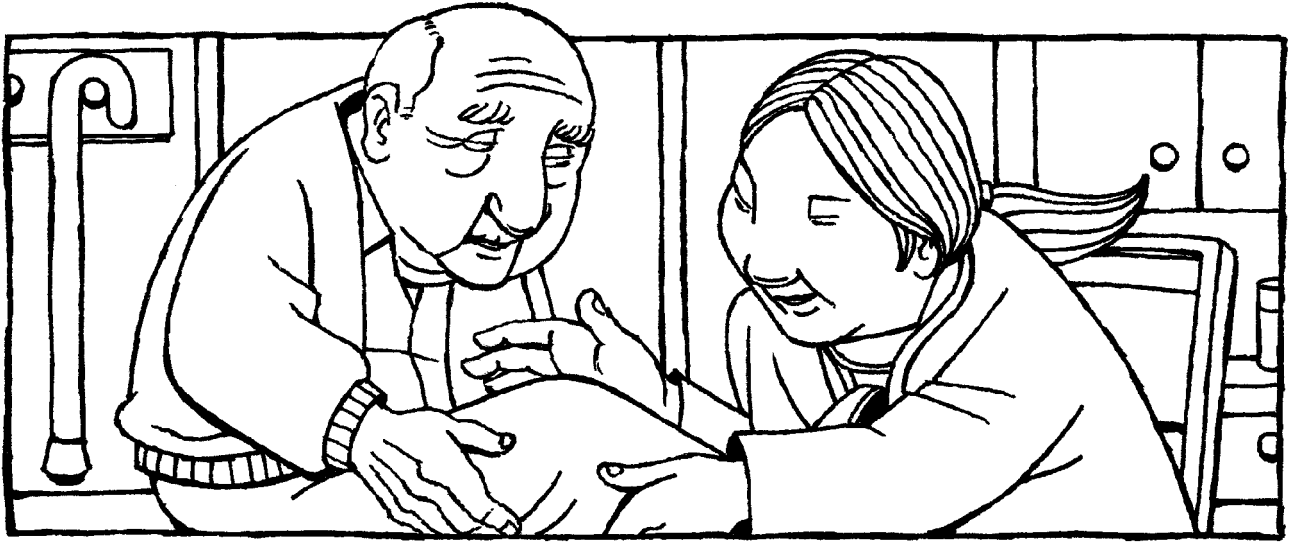
My father is sick.
He has a cough.
Let's take him to Doctor Jen.

5

My mother is ill.
She has a sore throat.
Let's take her to Doctor Jen.

6



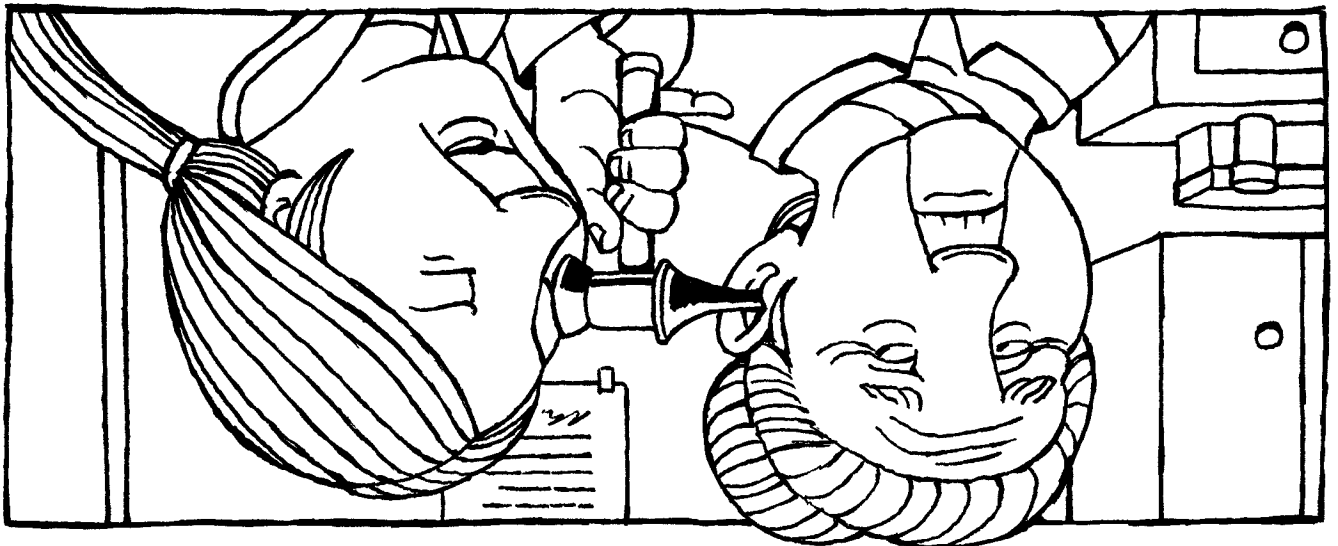


My grandfather does not feel well.
He has stiff knees.
Let's take him to Doctor Jen.

7

My grandmother has an earache.
She can't hear well.
Let's take her to Doctor Jen.

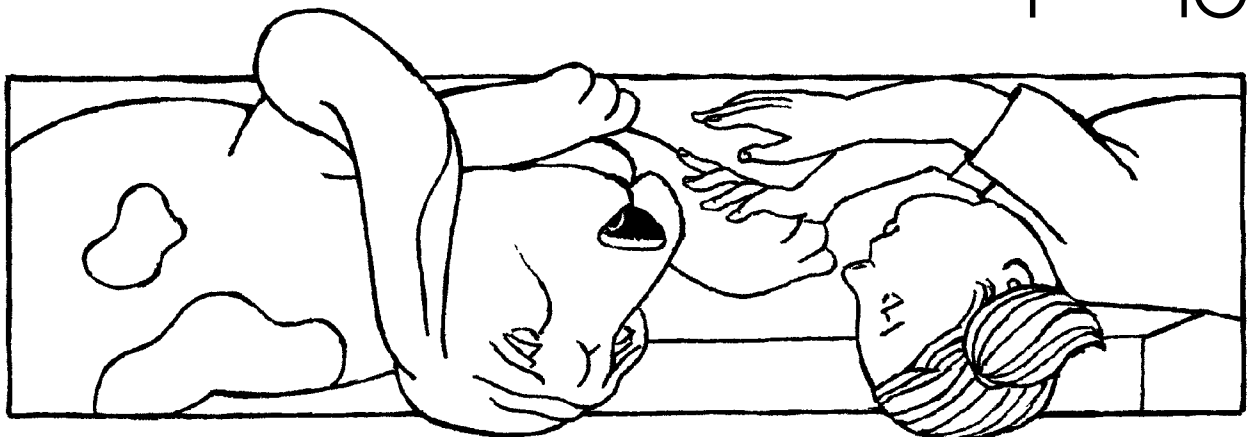
8





When my family is sick, we go to Doctor Jen.
She makes us feel better.

9



Oh, no!
My dog Bowser is sick.
He has a sore paw.
We can't take him to Doctor Jen.
Let's take him to the vet.

10

Name _____

Who has a problem?	What is the problem?	How is the problem solved?
sister	fever	She goes to Doctor Jen.

INSTRUCTIONS: Read the headings and example on the worksheet with students. Then have them use the book to find who has a problem, what it is, and how it is solved. Have them record the information on the chart.

Name _____



sister

mother

brother

vet

father

doctor

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

INSTRUCTIONS: Read each word with students. Then have them write the words in alphabetical order on the lines.

LEVELED READER • E

Time for Bed

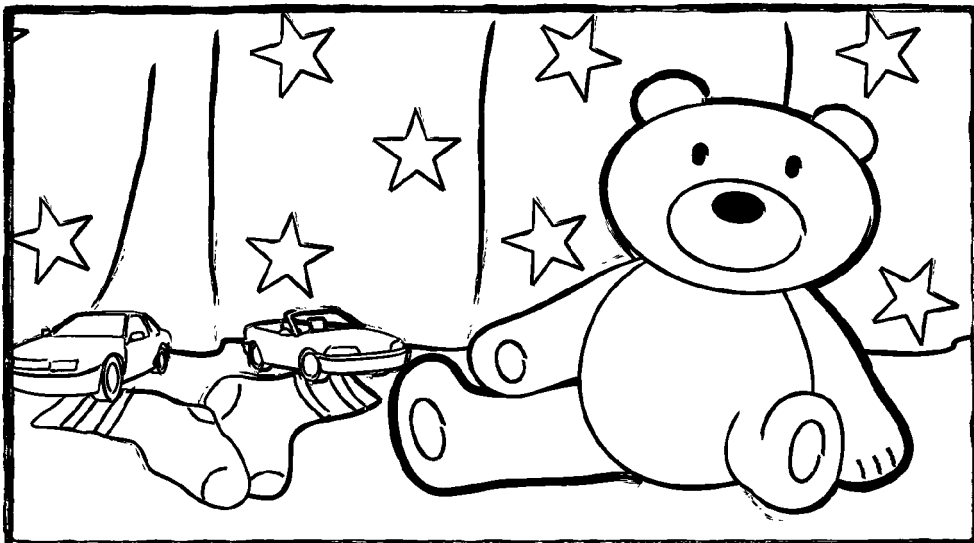


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Time for Bed

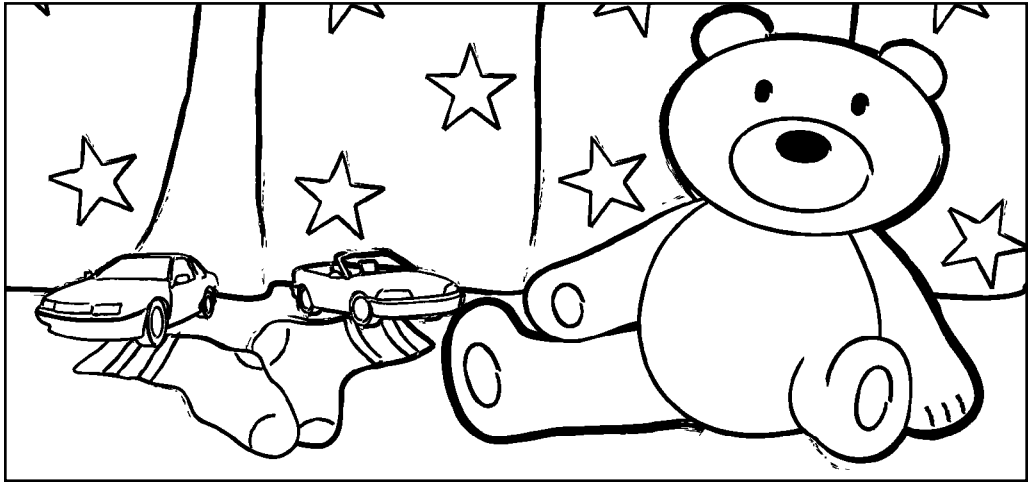
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Time for Bed



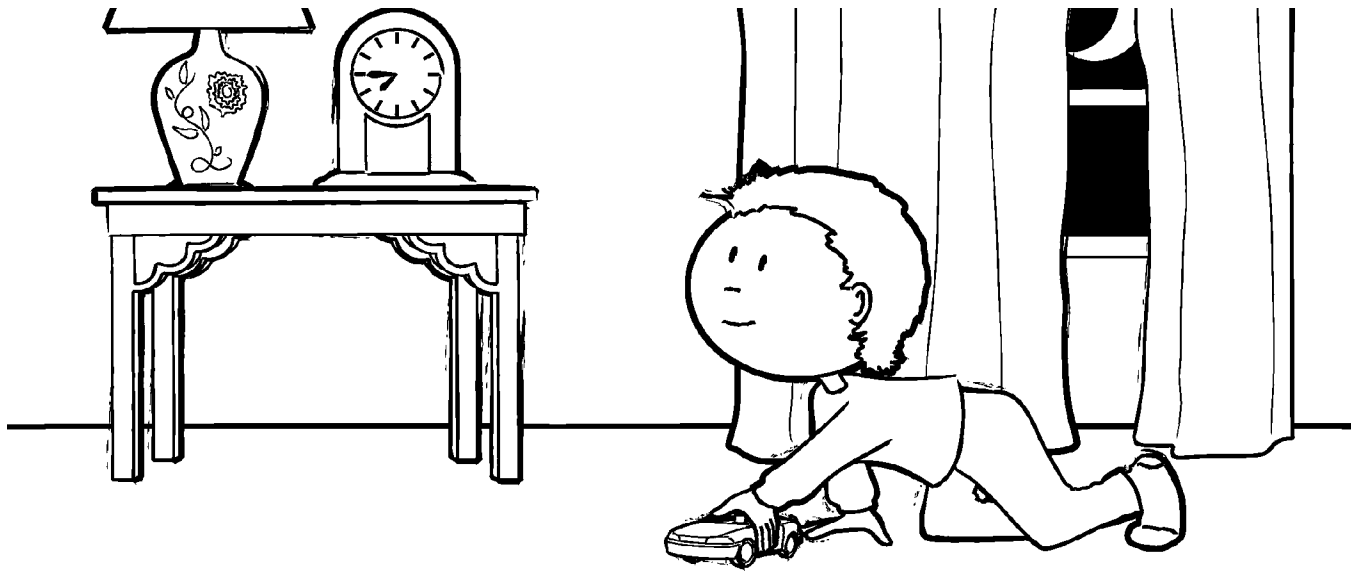
Written by Ned Jensen
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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

LEVEL E
Correlation

Time for Bed
Level E leveled Reader
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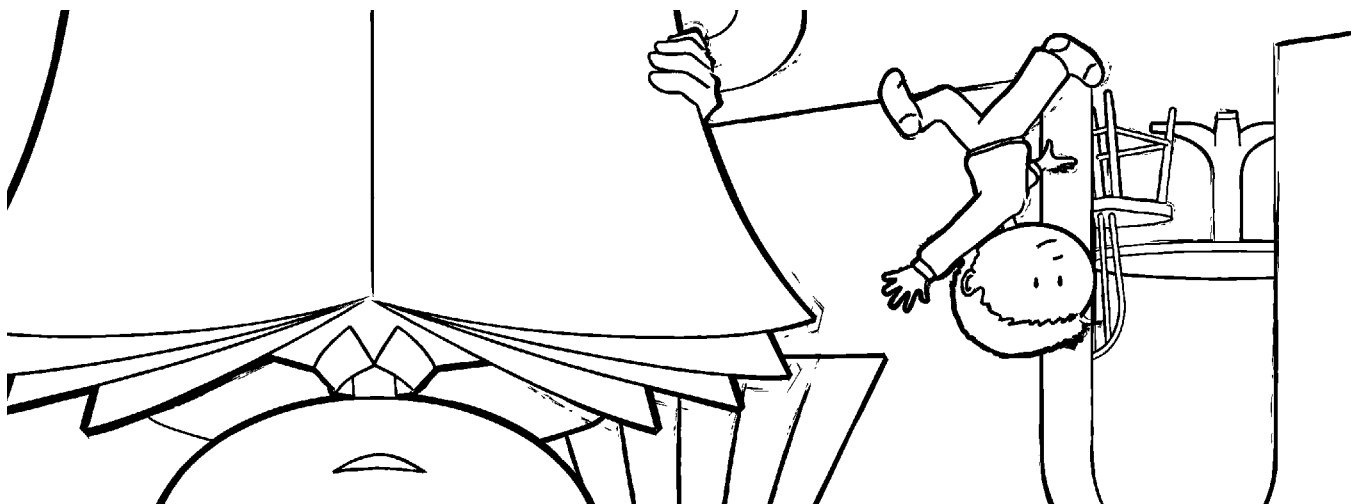


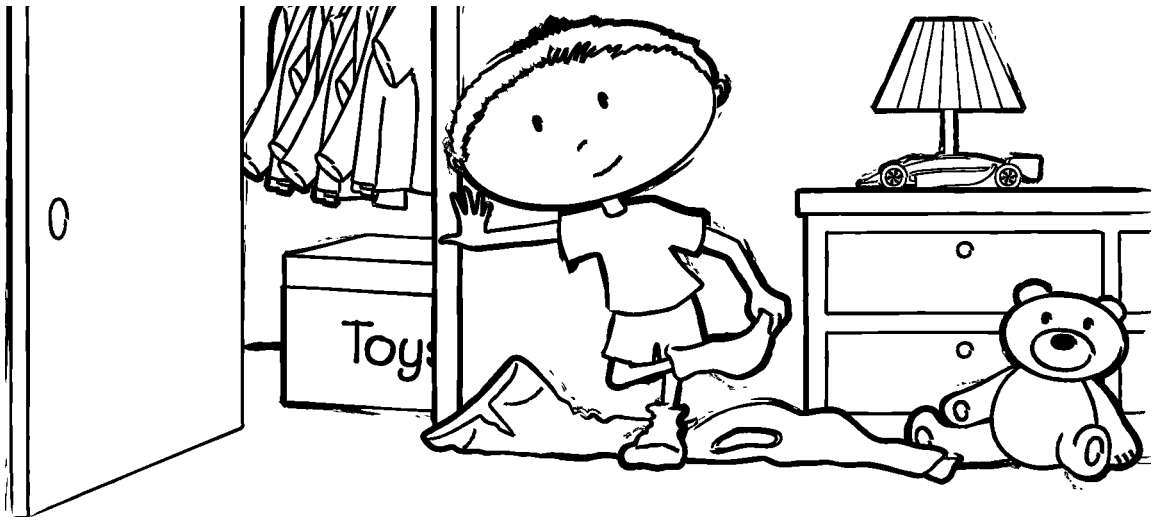
Ben likes to play with his toys.
It is getting late.
It is time for Ben to go to bed.

3

"It is getting late," says Ben's dad.
"Get ready for bed."
"Okay, I'll get ready," says Ben.

4



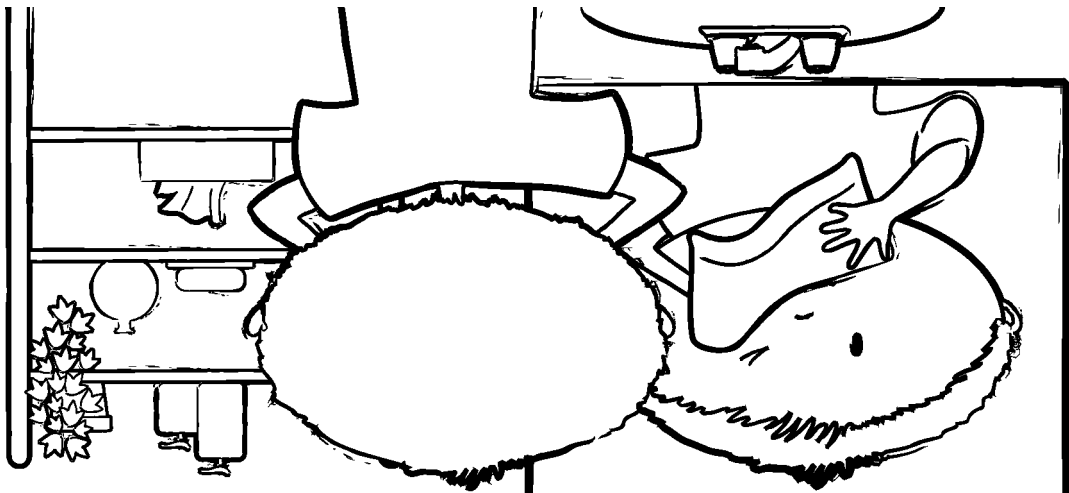


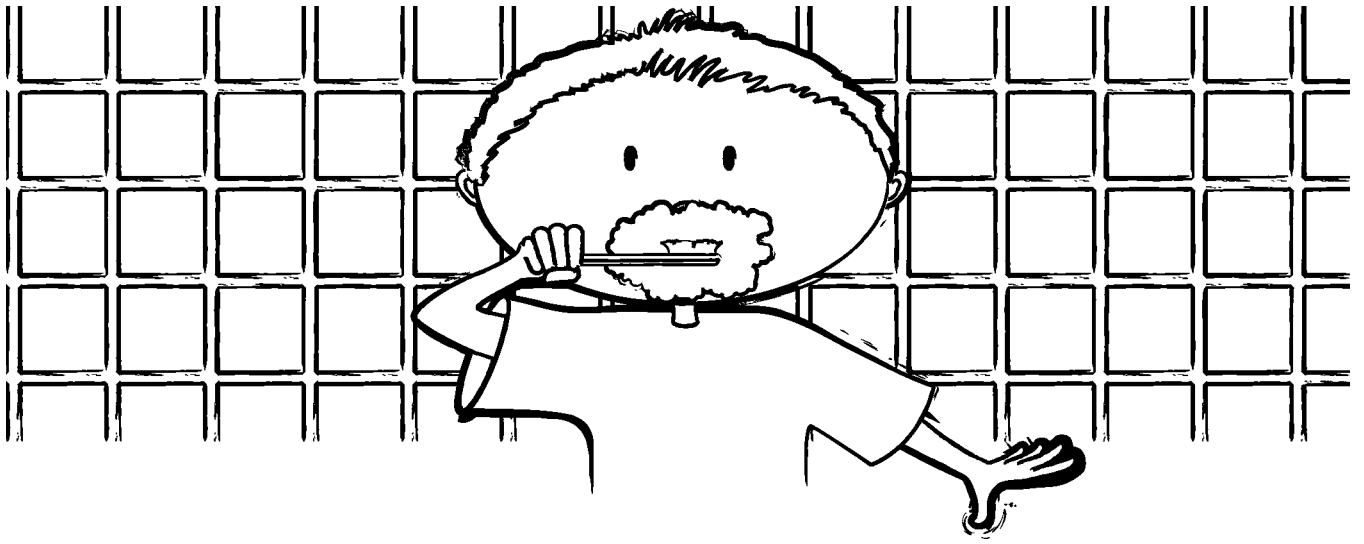
Ben gets ready for bed.
He takes off his clothes.
Plop, plop.

5

Ben gets ready for bed.
He washes his hands and face.
Scrub, scrub.

9



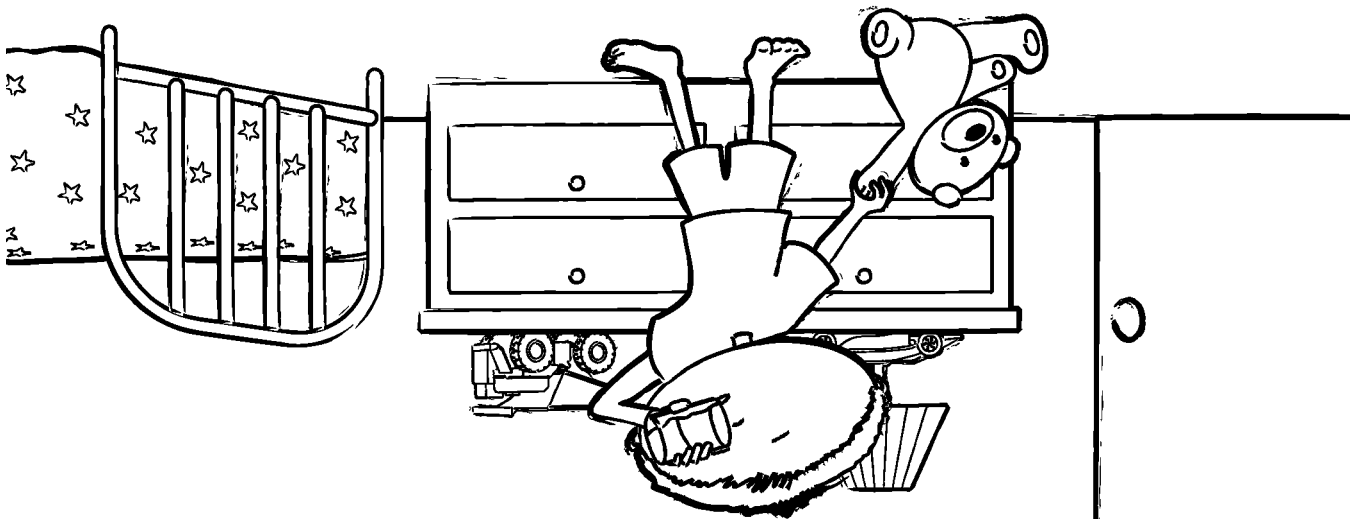


Ben gets ready for bed.
He brushes his teeth.
Brush, brush.

7

Ben gets ready for bed.
He drinks a glass of water.
Gulp, gulp.

8



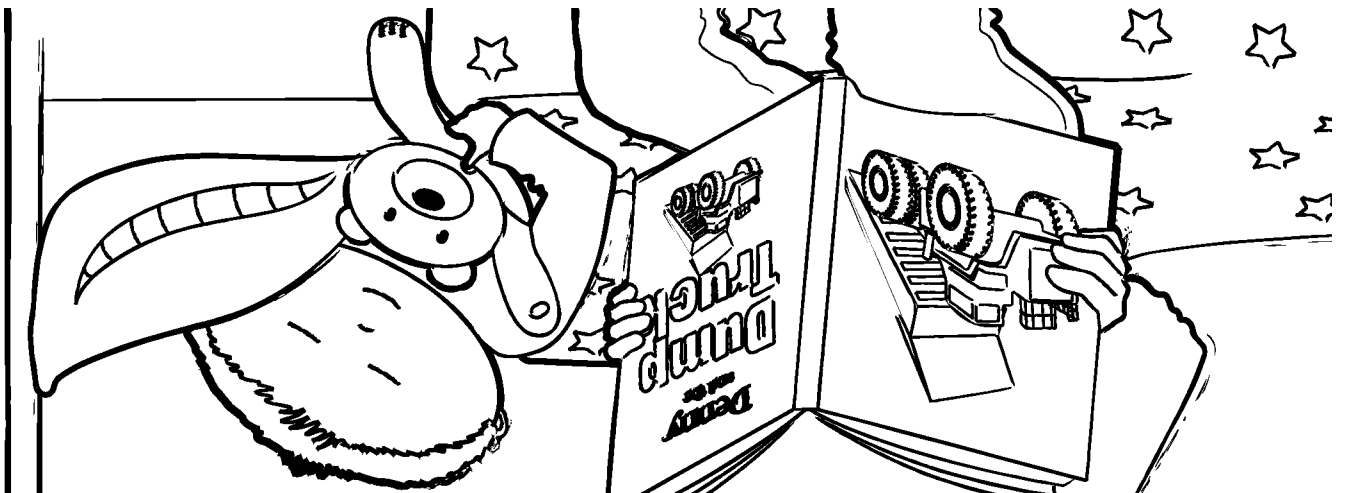


Ben gets ready for bed.
He puts on his pajamas.
Wiggle, wiggle.

9

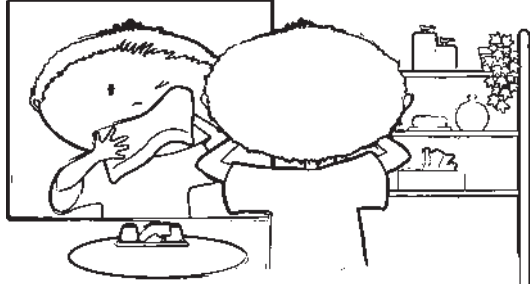
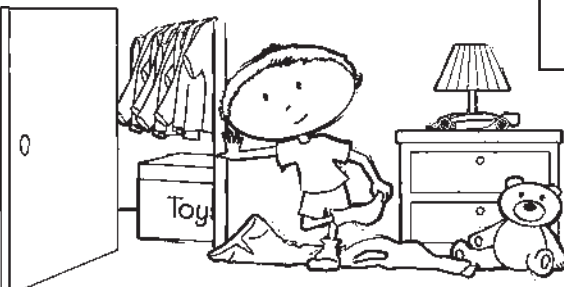
Ben gets into bed.
Dad reads Ben and Bear a story.
ZZZZZZZ.

10



Name _____



TIME FOR BED • LEVEL E • 1

Put on your pajamas.	Wash your face.
Brush your teeth.	Take off your clothes.

SKILL: SEQUENCE EVENTS

INSTRUCTIONS: Review each picture and read the sentences with students. Have them cut apart the sentences and paste them on the correct pictures. Then have students cut apart the pictures and place them in order. When finished, have them write the event number in the top corner of each picture.

Name _____



clothes

hands

face

teeth

glass

water

pajamas

story

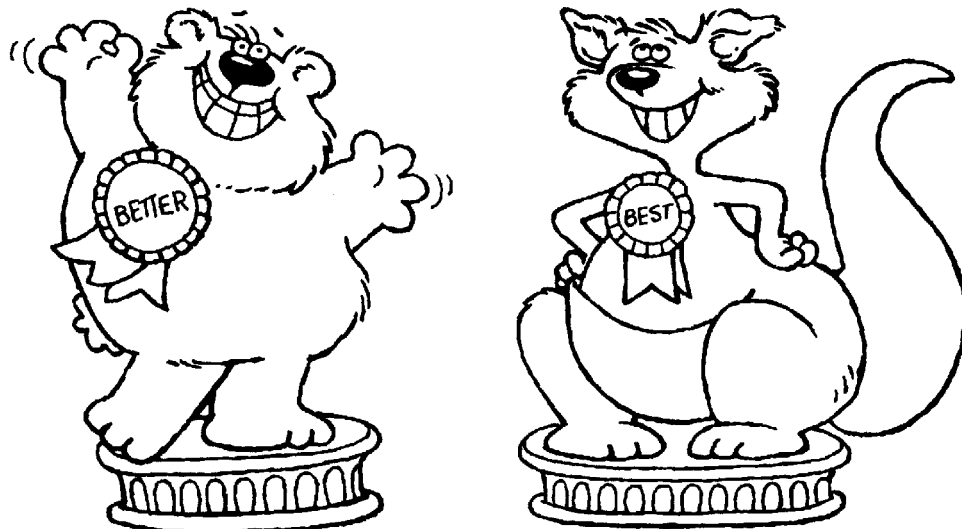
TIME FOR BED • LEVEL E • 2

SKILL: ALPHABETICAL ORDER

INSTRUCTIONS: Read each word with students. Then have them cut apart the words and place them in alphabetical order.

LEVELED READER • E

Bear and Kangaroo

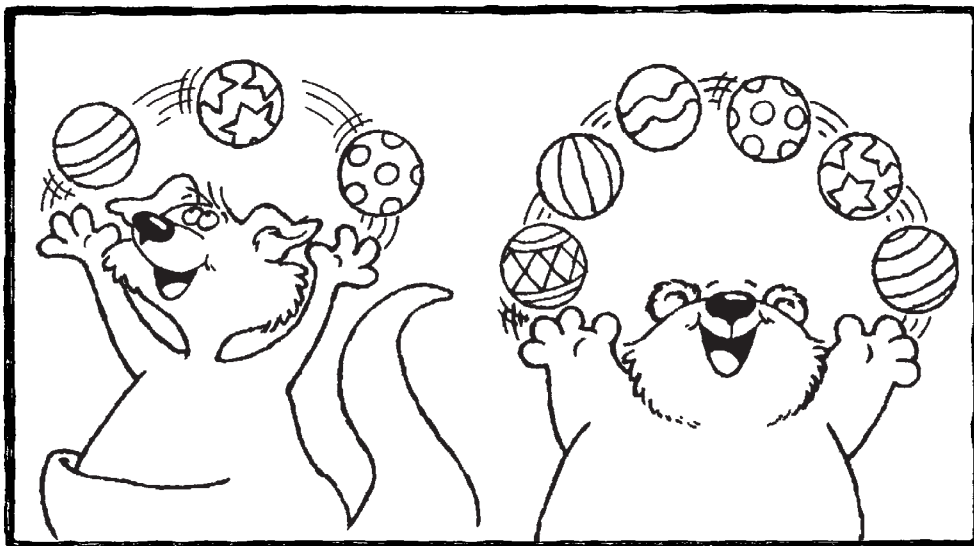


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Bear and Kangaroo

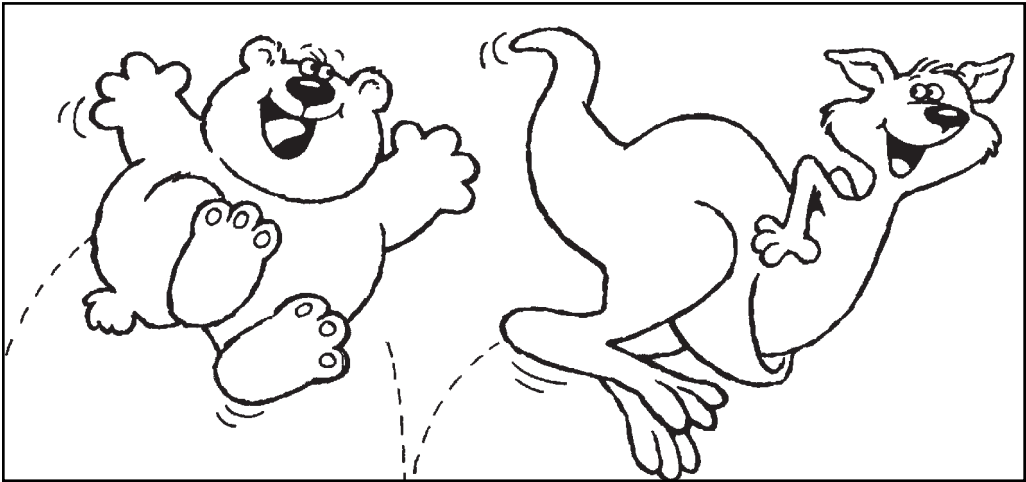
A Reading A-Z Level E Leveled Reader • Word Count: 109



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Bear and Kangaroo



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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

LEVEL E
Correlation

Bear and Kangaroo
Level E leveled Reader
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"I am the best," said Kangaroo.

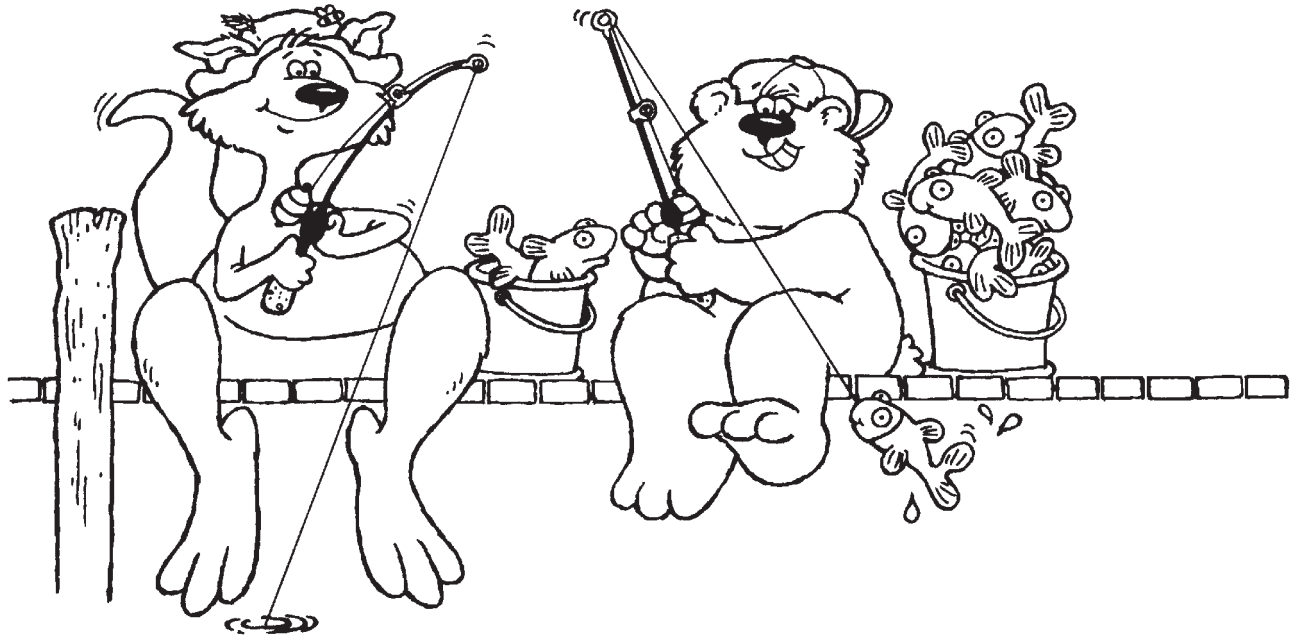
"I am better," said Bear.

3

"I can make a mean face," said Kangaroo.
"I can make a meaner face," said Bear.

4





"I can catch fish," said Kangaroo.

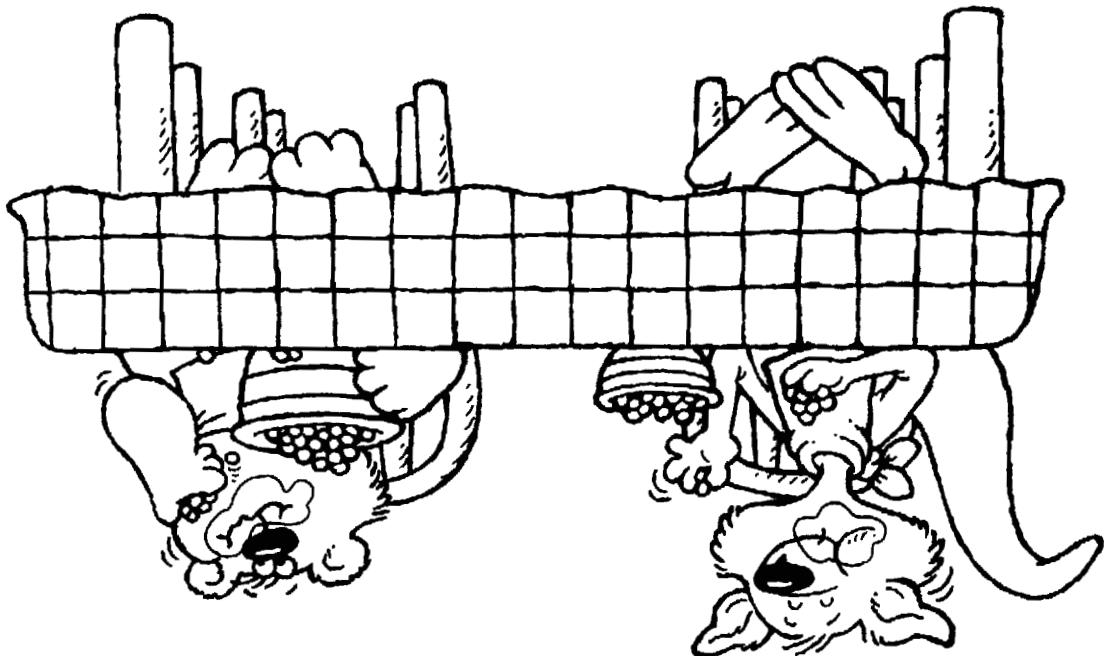
"I can catch more fish," said Bear.

5

"I can eat lots of berries," said Kangaroo.

"I can eat more berries," said Bear.

9





"I can climb up high," said Kangaroo.

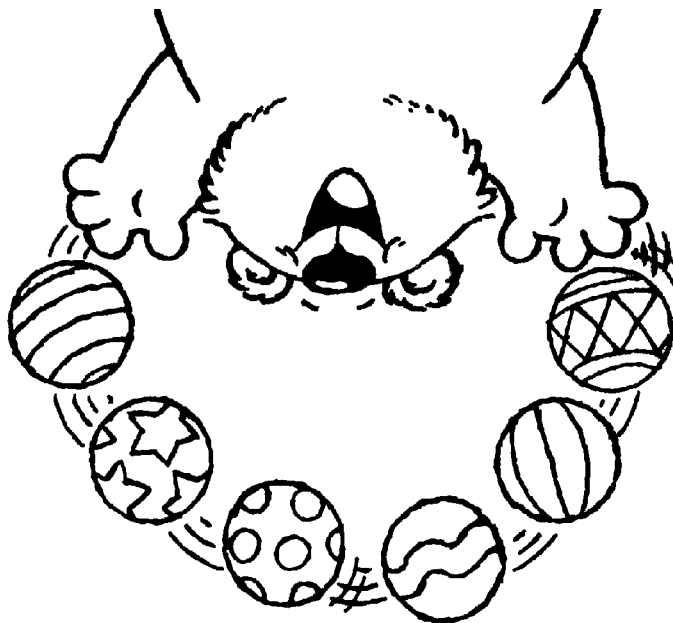
"I can climb up higher," said Bear.

7

"I can juggle three balls," said Kangaroo.

"I can juggle six balls," said Bear.

8





"I can lift a goat," said Kangaroo.

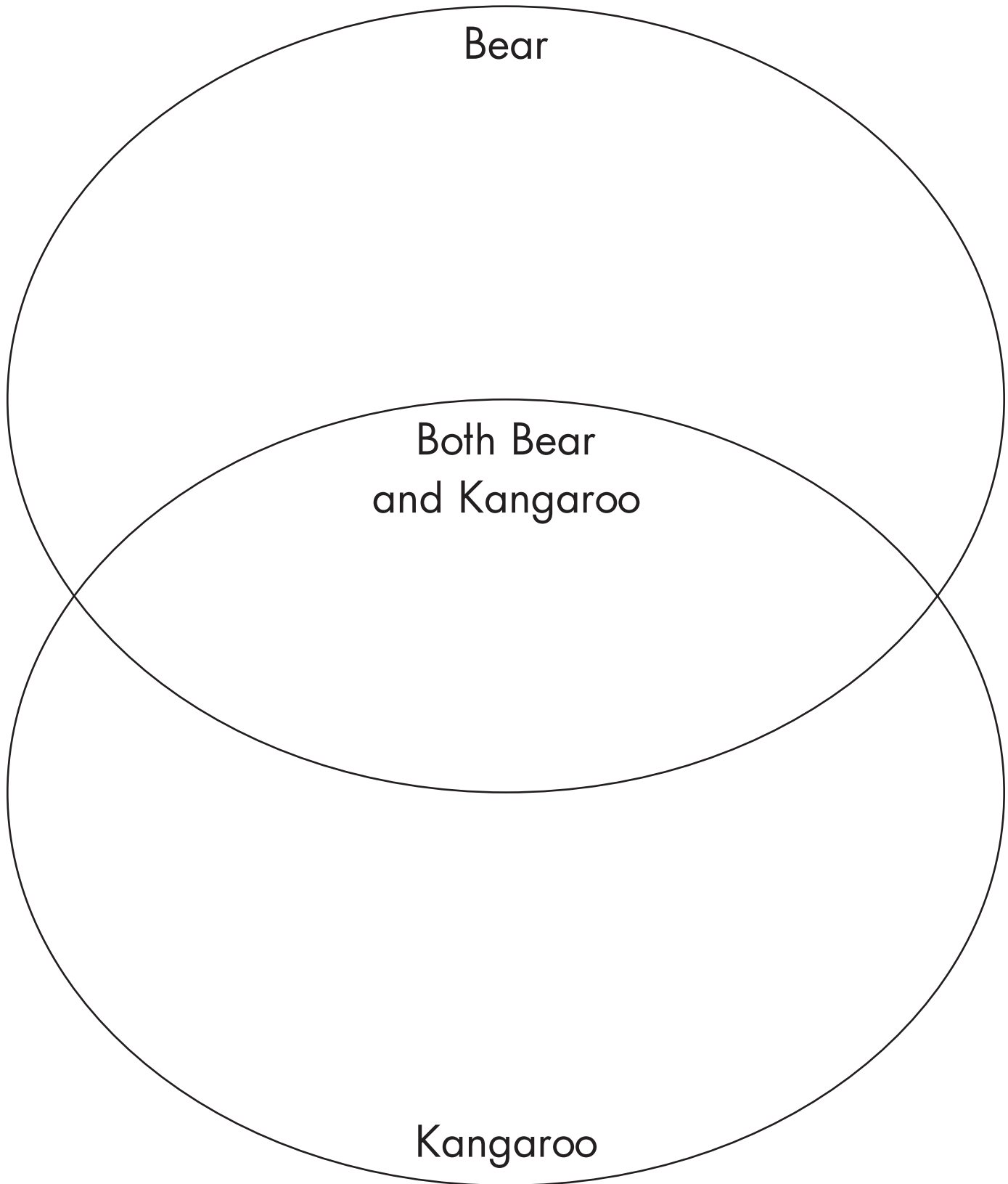
"I can lift six goats," said Bear.

9

10
"I can hop high," said Kangaroo.
"I can, too," said Bear.

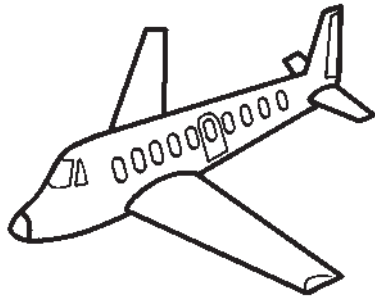


Name _____



INSTRUCTIONS: Have students compare and contrast the characters using the information in the text, pictures, and prior knowledge.

Name _____



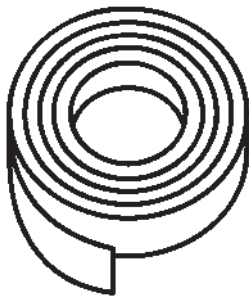
pl n



c n



pl t

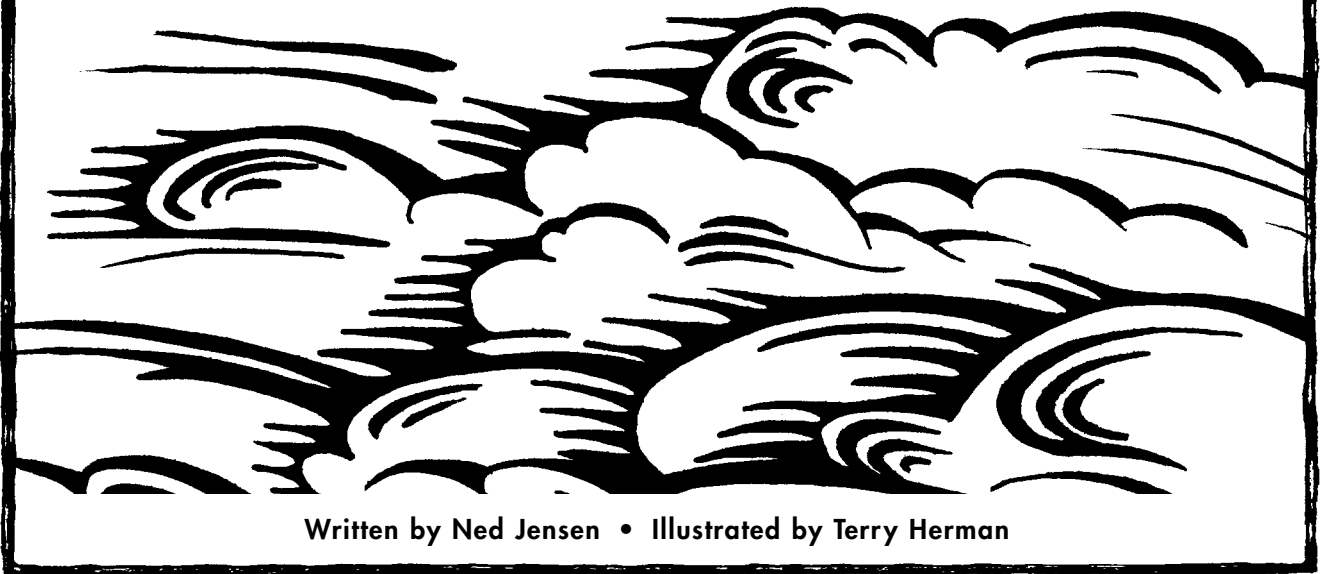


t p

INSTRUCTIONS: Review the name of each picture with students. Then have them write letters to complete each word.

LEVELED READER • E

The Storm

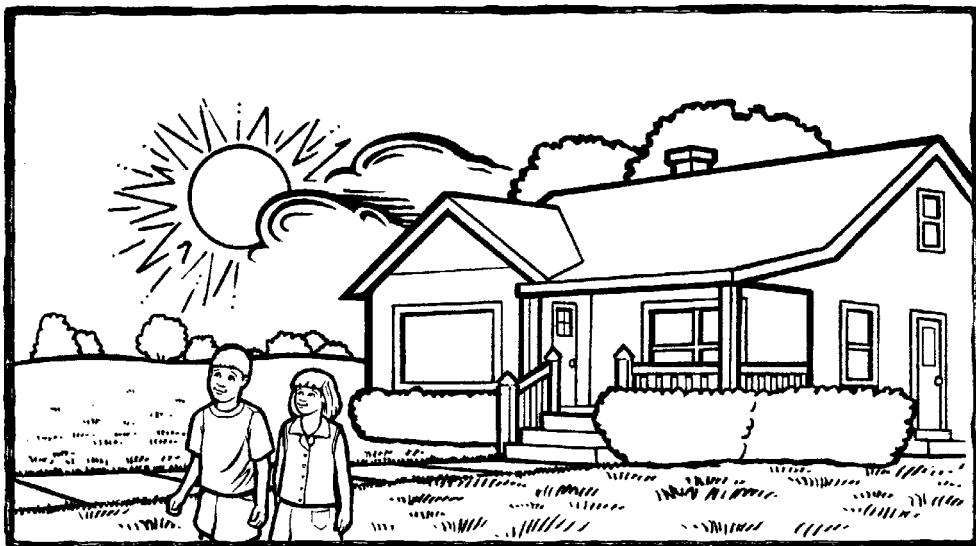


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The Storm

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The Storm



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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

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Correlation

The Storm
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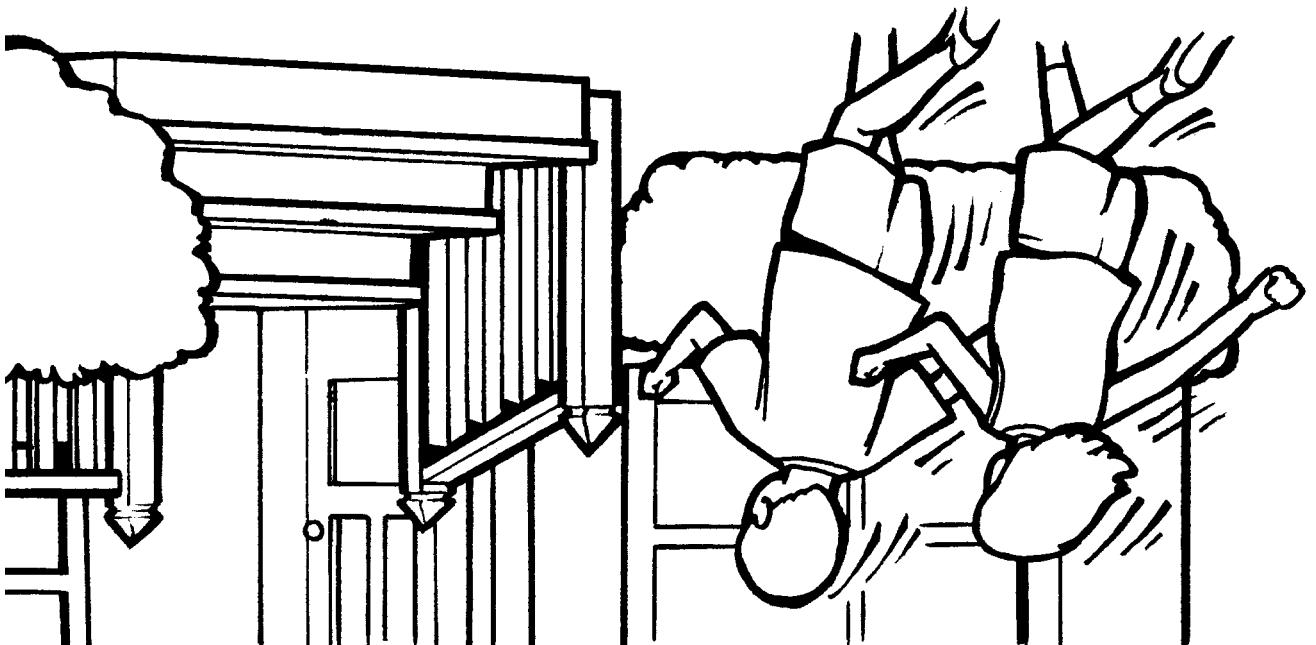


Dark clouds begin to gather.
They get darker and darker.
A storm is coming.

3

Tim and Pam run into the house.
The strong winds begin to blow.

4



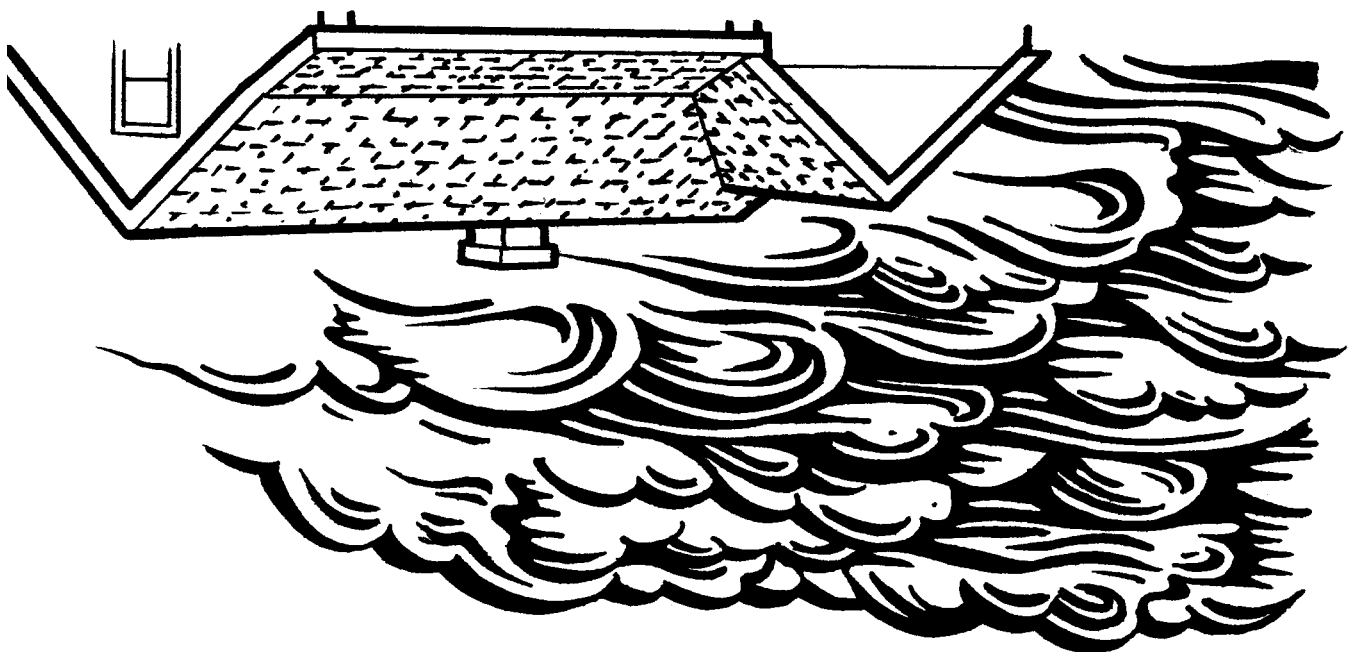


Strong winds begin to blow,
and the sky gets darker.

5

The sky gets darker,
and the clouds move over the house.

9





The clouds move over the house,
and lightning flashes all around.

7

Lightning flashes all around,
and thunder crashes loudly.

8



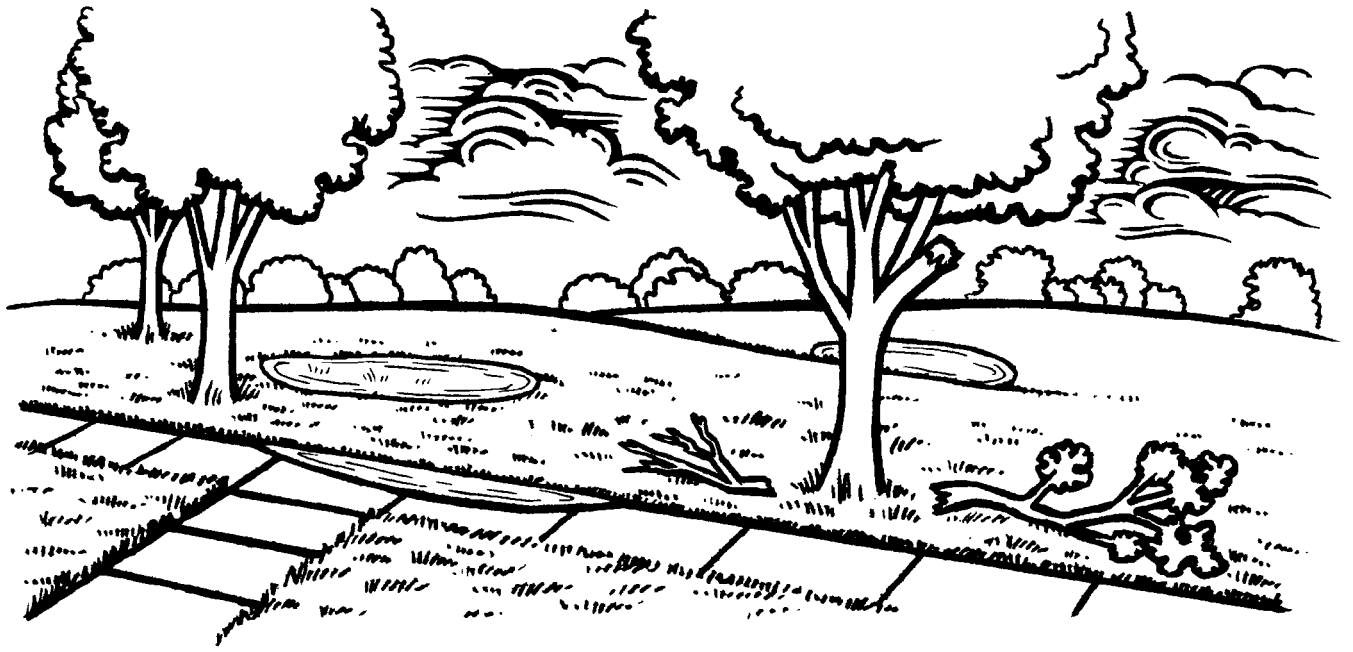


Thunder crashes loudly,
and the rain begins to fall.

9

10
The rain falls,
and the winds blow wildly.



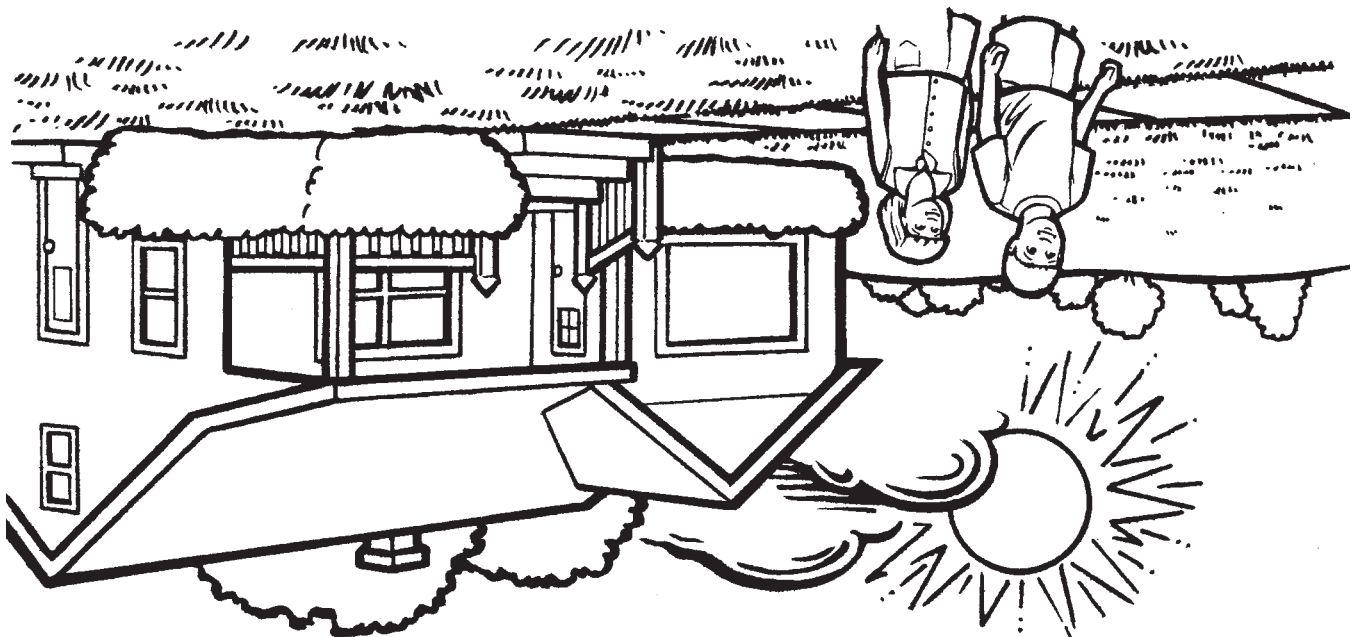


Then the rain stops falling,
and the winds stop blowing.

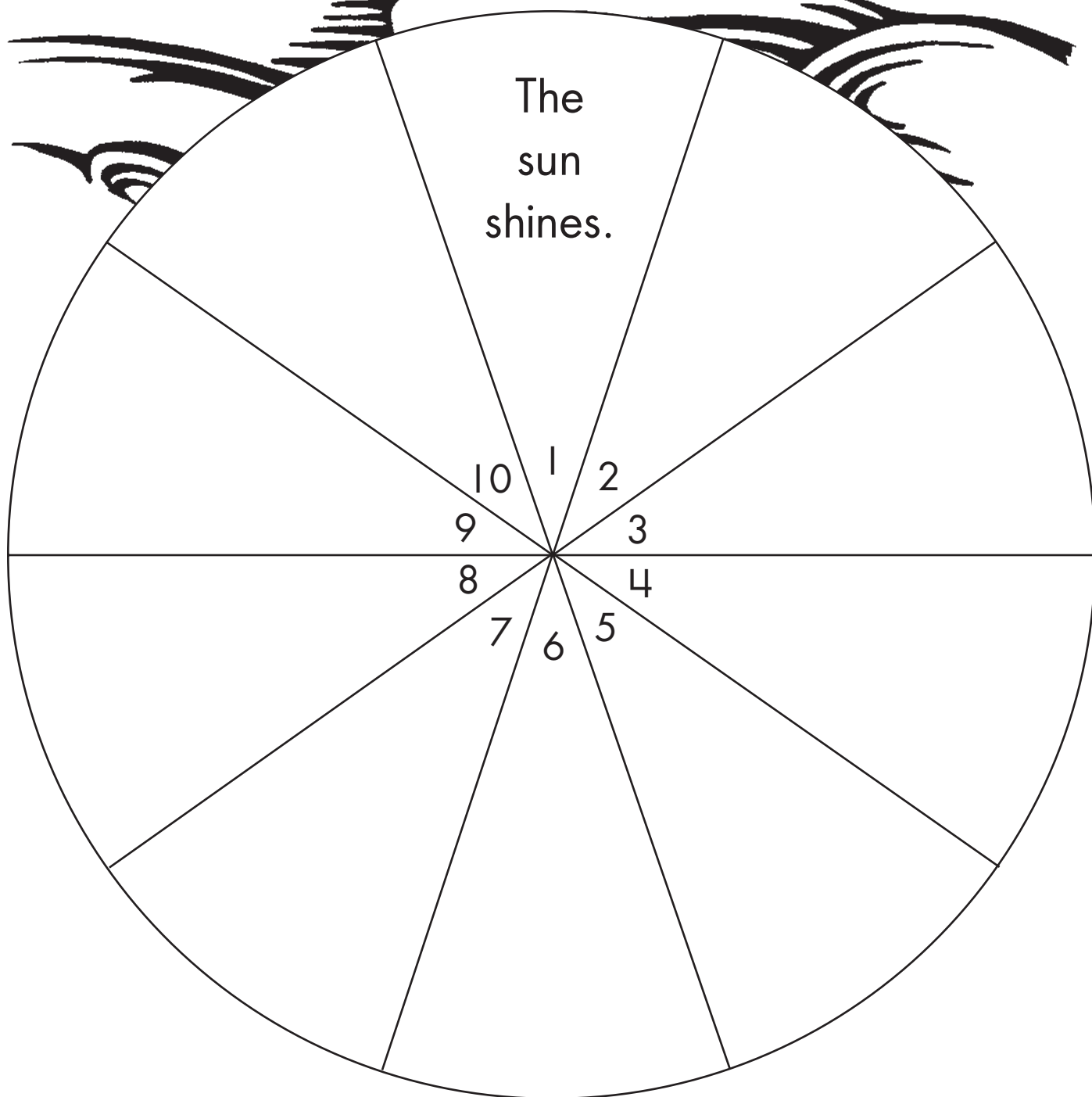
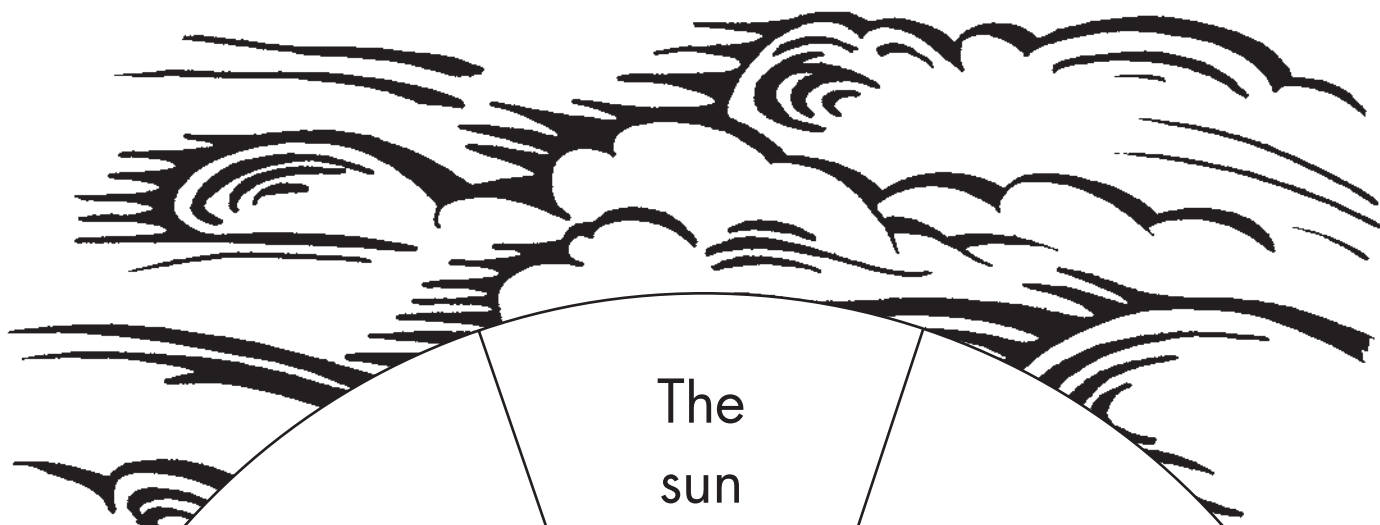
11

The sun comes out.
Tim and Pam come out, too.

12



Name _____



INSTRUCTIONS: Have students write or draw in order how the storm developed in each piece of the circle. They should end with the sun shining again. Encourage students to use their book as a guide.

Name _____

bl

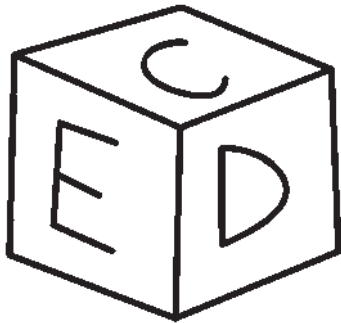
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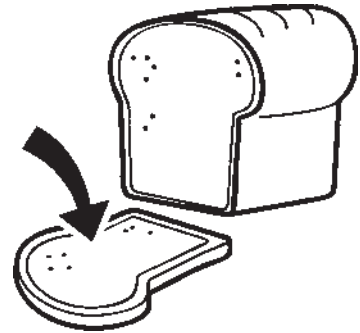
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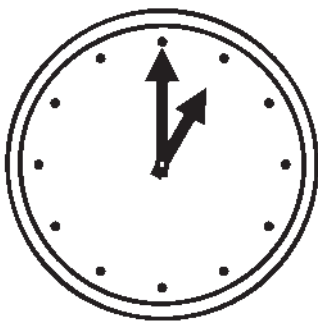
pl

sl

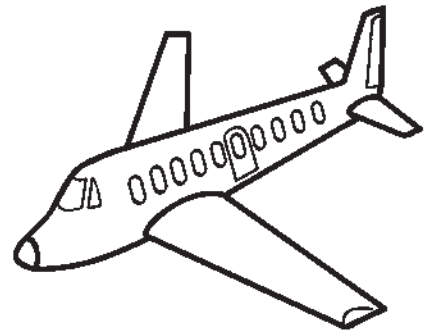








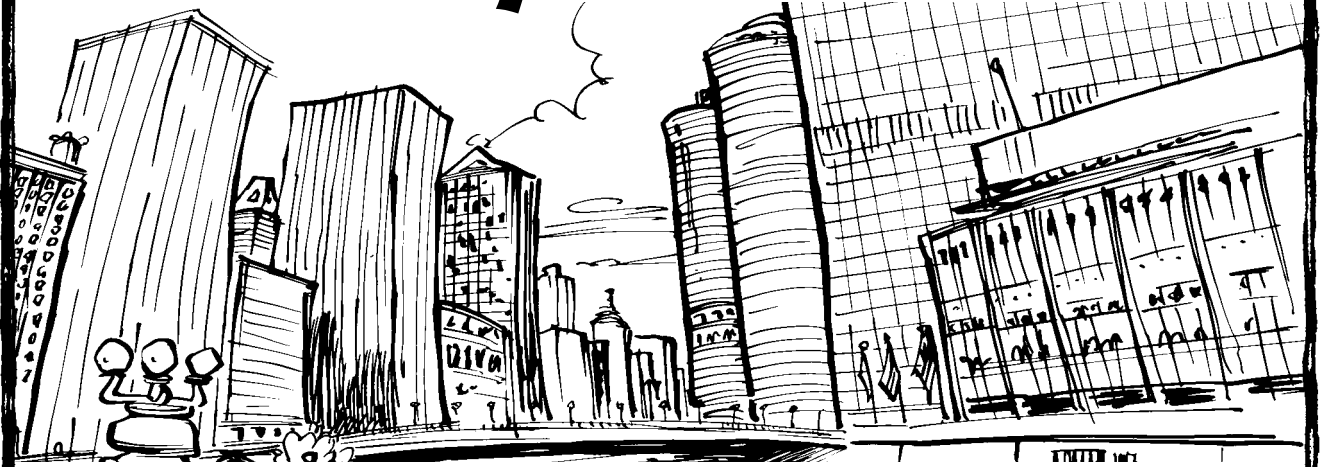




INSTRUCTIONS: Have students write the *l*-family blend that the name of each picture begins with on the blank under the picture.

LEVELED READER • E

City Places

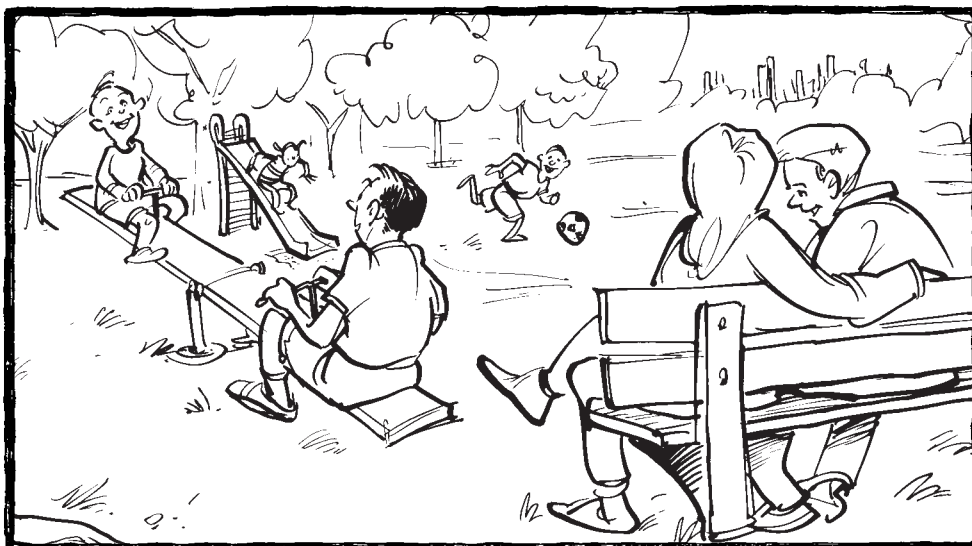


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City Places

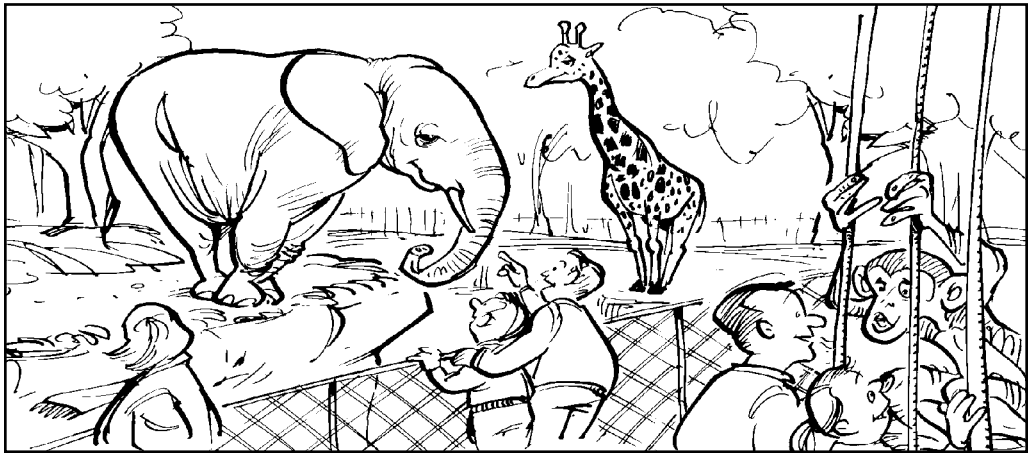
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City Places



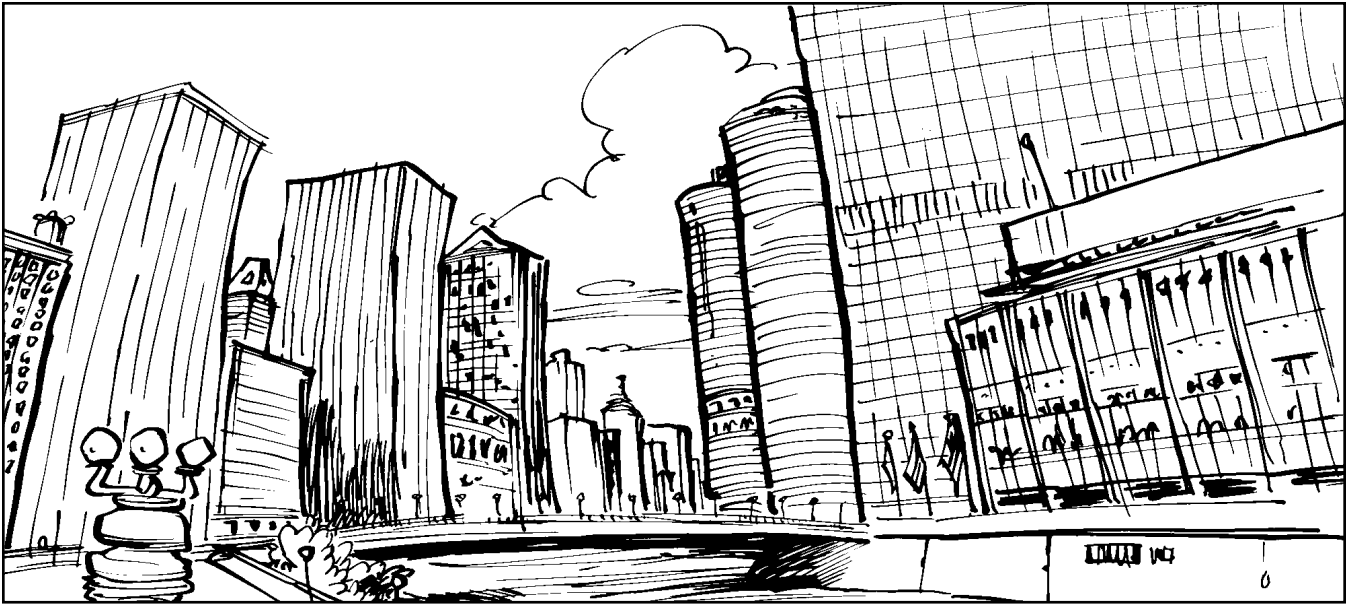
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7-8	Reading Recovery
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LEVEL E
Correlation

City Places
Level E leveled Reader
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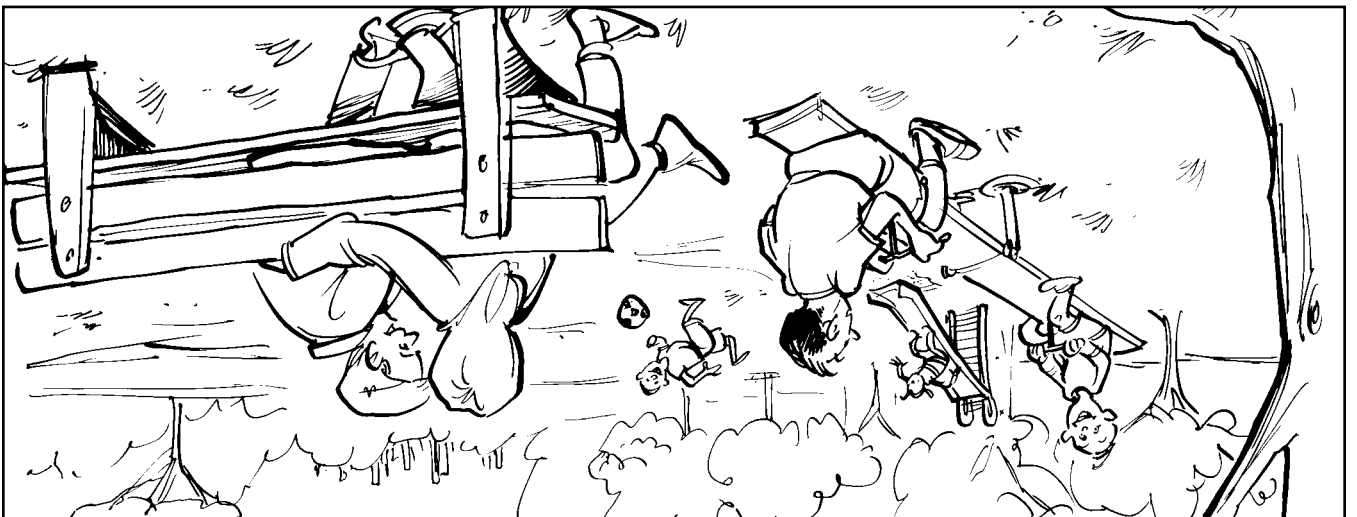


There are many places in the city.
Let's find out what some of them are.

3

What is this place?
It is a park.
People come here to have fun.

4





What is this place?

It is a store.

People come here to shop.

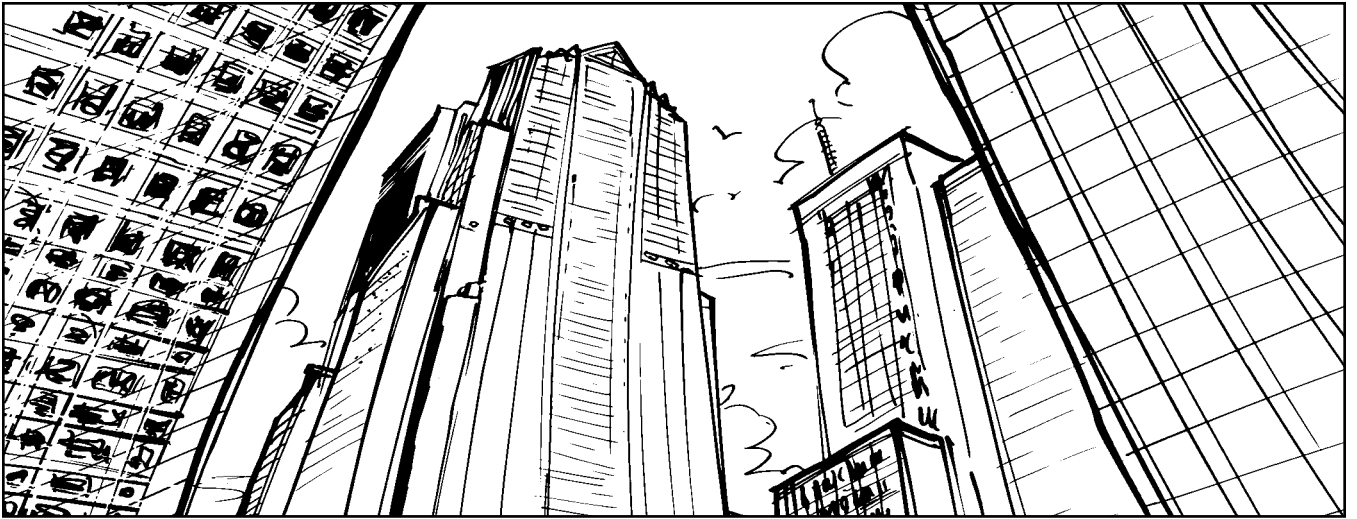
5

What is this place?
It is a zoo.

People come here to see animals.

6





What is this place?

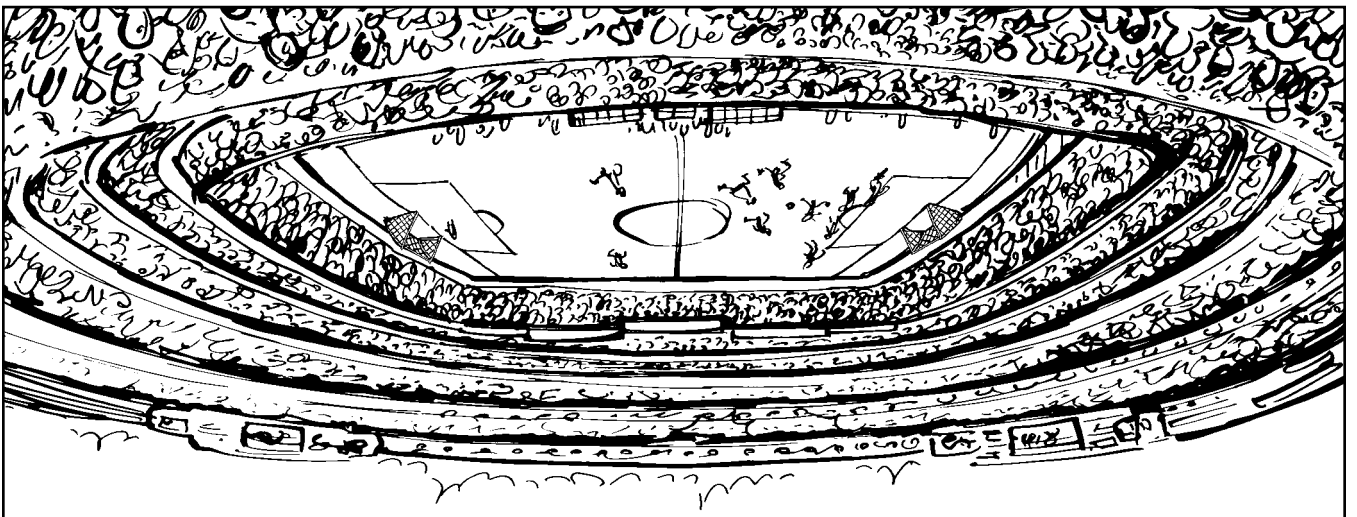
It is a skyscraper.

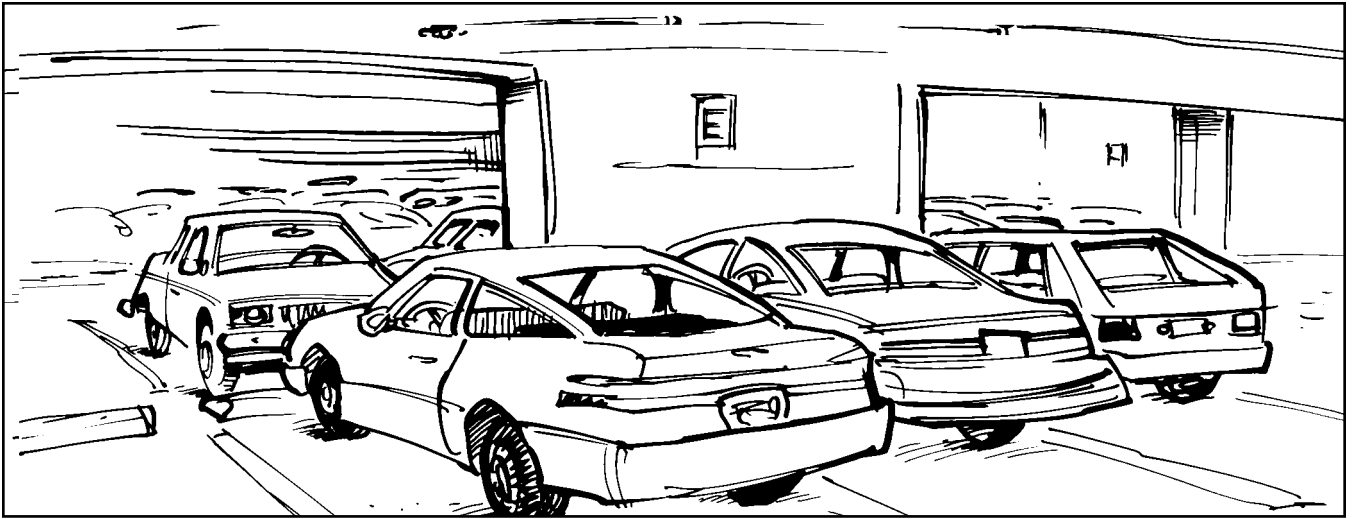
Office workers come here to work.

7

8

What is this place?
It is a stadium.
Players come here to play ball.





What is this place?

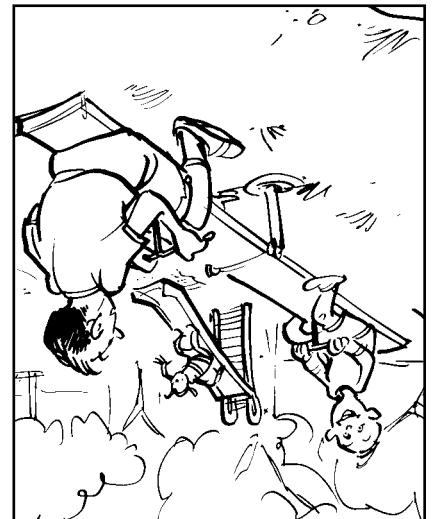
It is a parking garage.

People come here to park their cars.

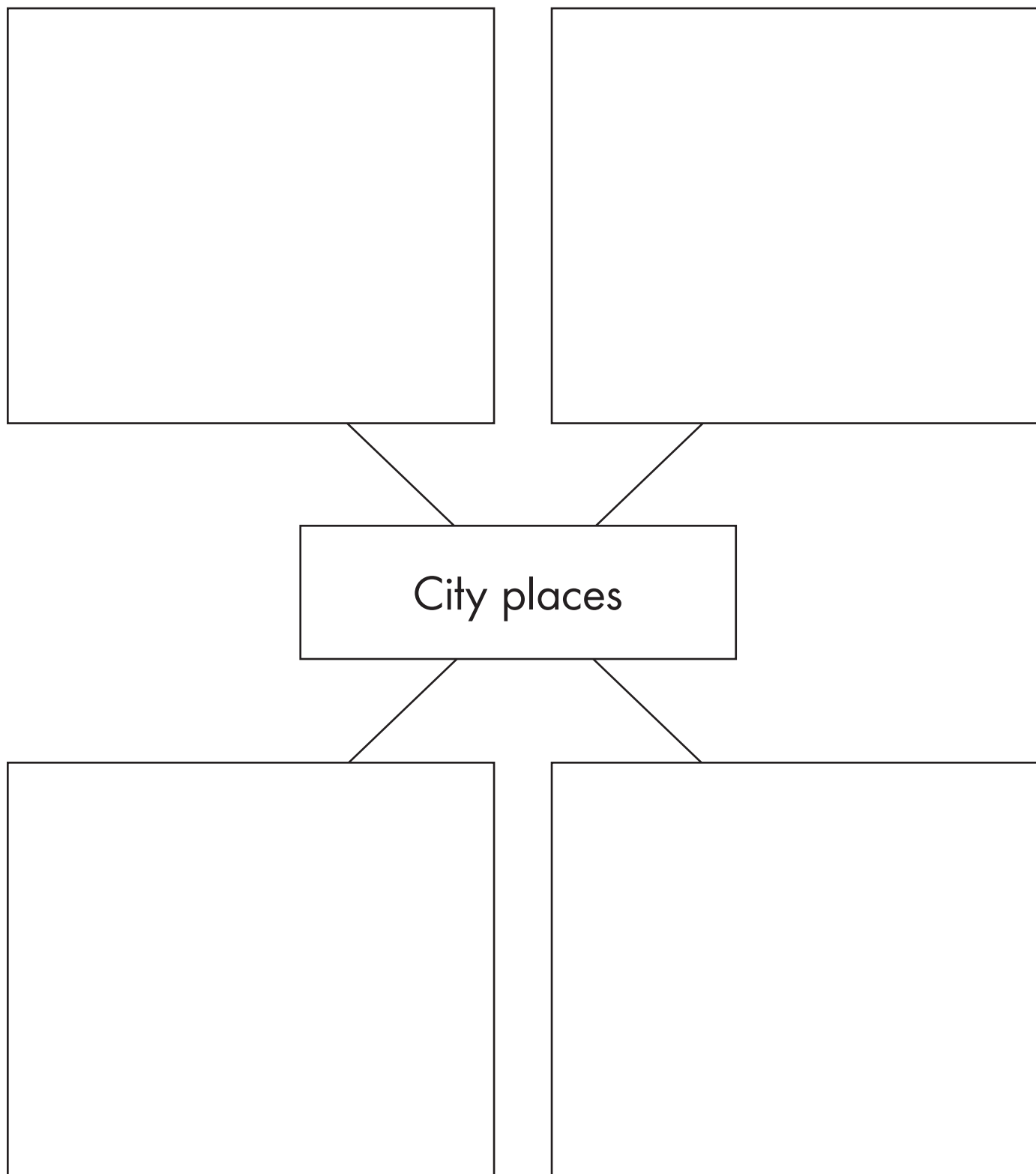
9

People do many different things
in many places in the city.

10



Name _____



CITY PLACES • LEVEL E • 1

SKILL: MAIN IDEA AND DETAILS

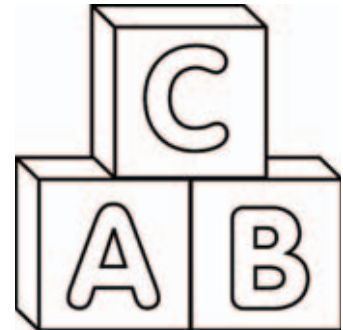
INSTRUCTIONS: Review the main idea of the book with students. Then have them draw and label details that support the main idea in each of the boxes.

Name _____

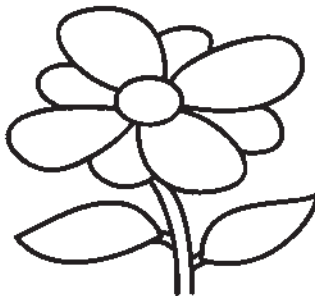
bl cl fl gl pl sl













INSTRUCTIONS: Have students write the *l*-family blend that the name of each picture begins with on the blank under the picture.

LEVELED READER • E

When I Grow Up

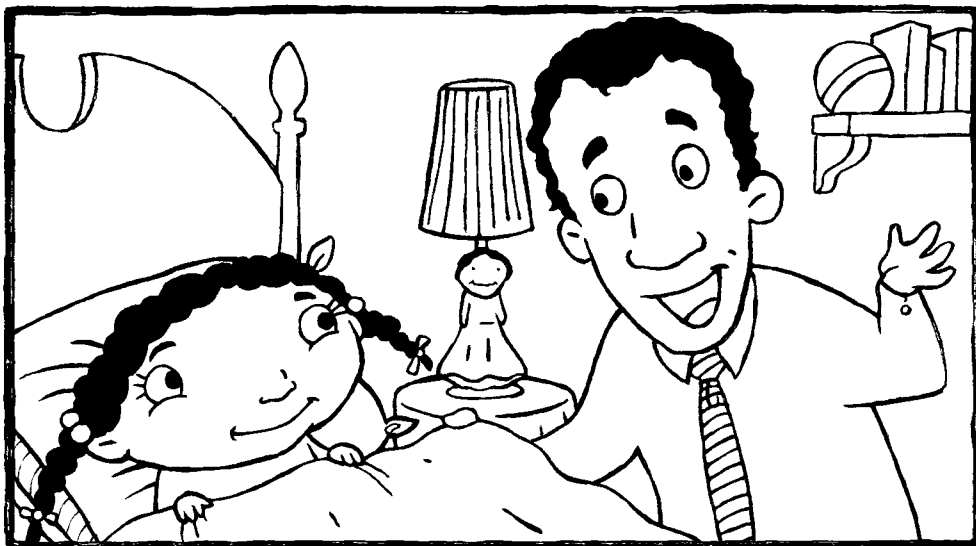


Written by Cheryl Ryan • Illustrated by Chris Grine

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When I Grow Up

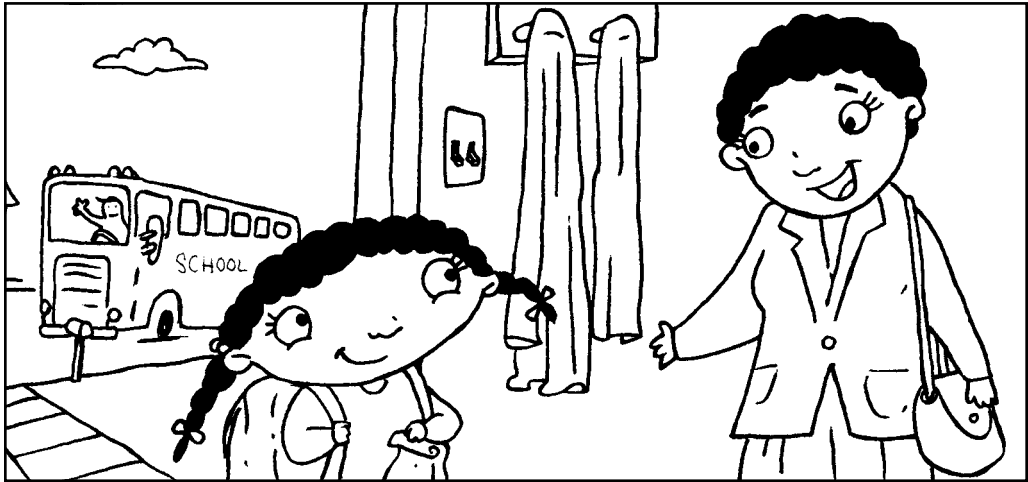
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When I Grow Up



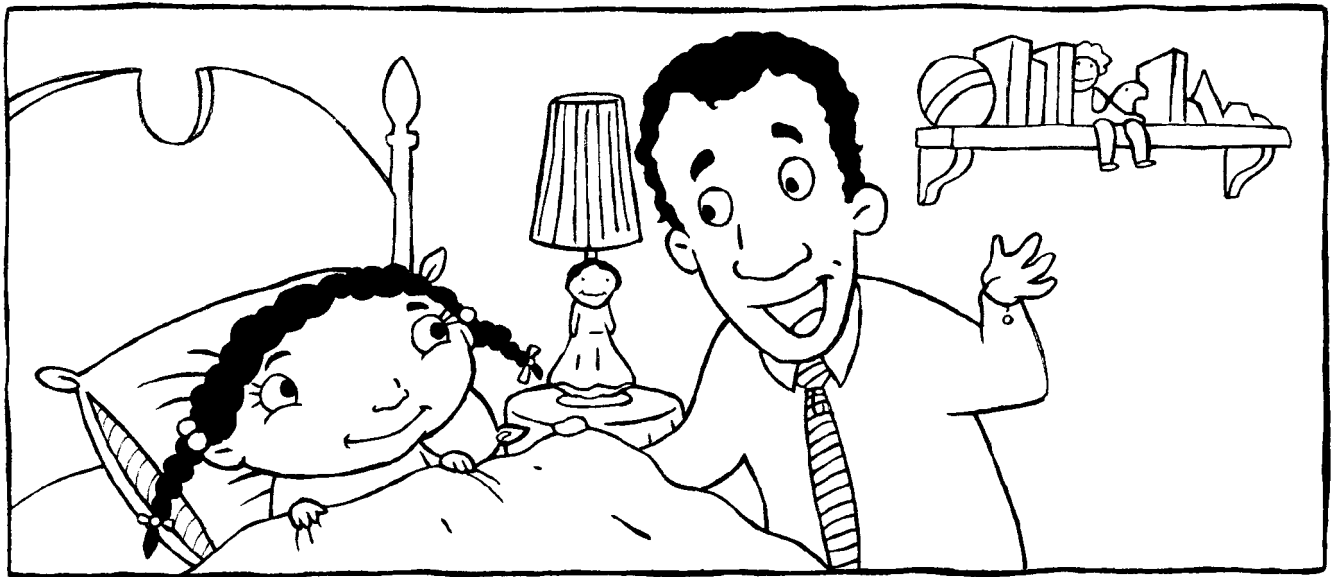
Written by Cheryl Ryan
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E	Fountas & Pinnell

LEVEL E
Correlation

When I Grow Up
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"When can I stay up late?" I asked.

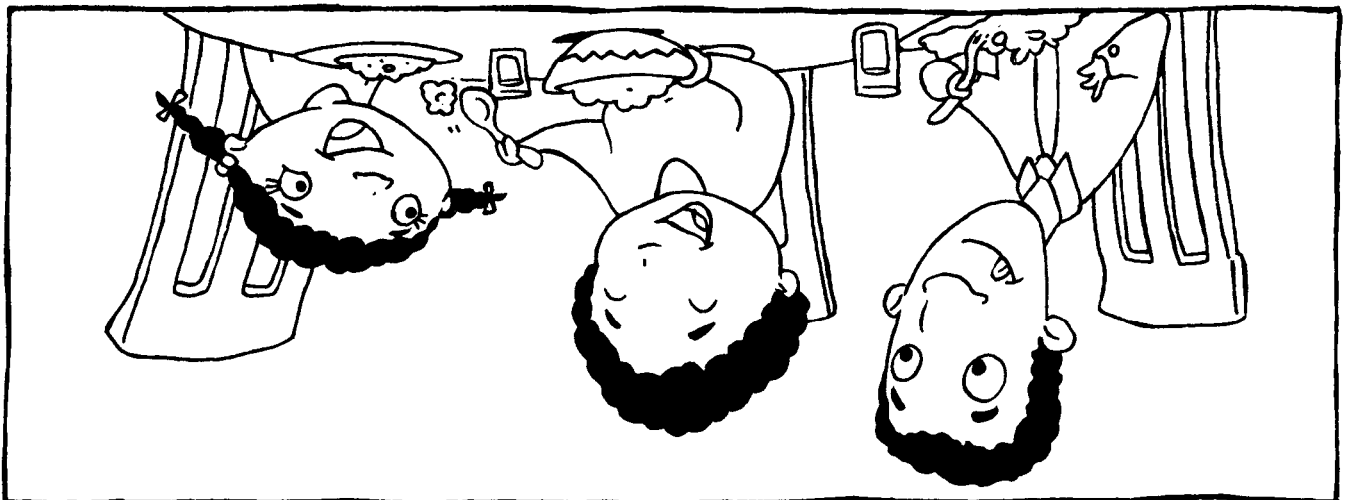
"When you grow up," said Dad.

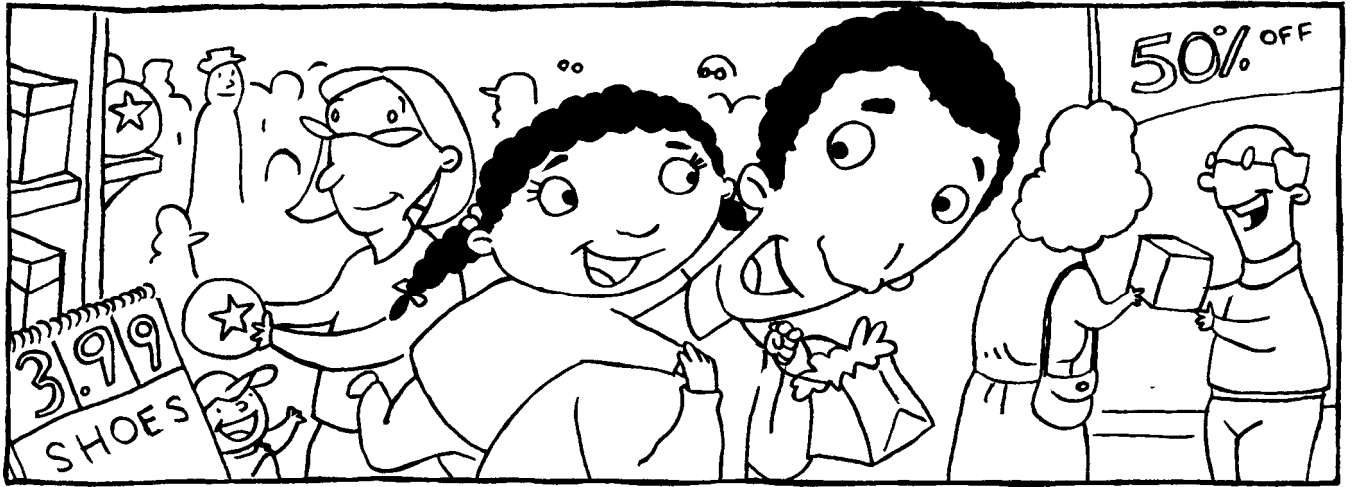
3

"When you are grown up," Mom said.

4

"When can I eat anything I want?" I asked.





"When can I go shopping by myself?"
I asked.

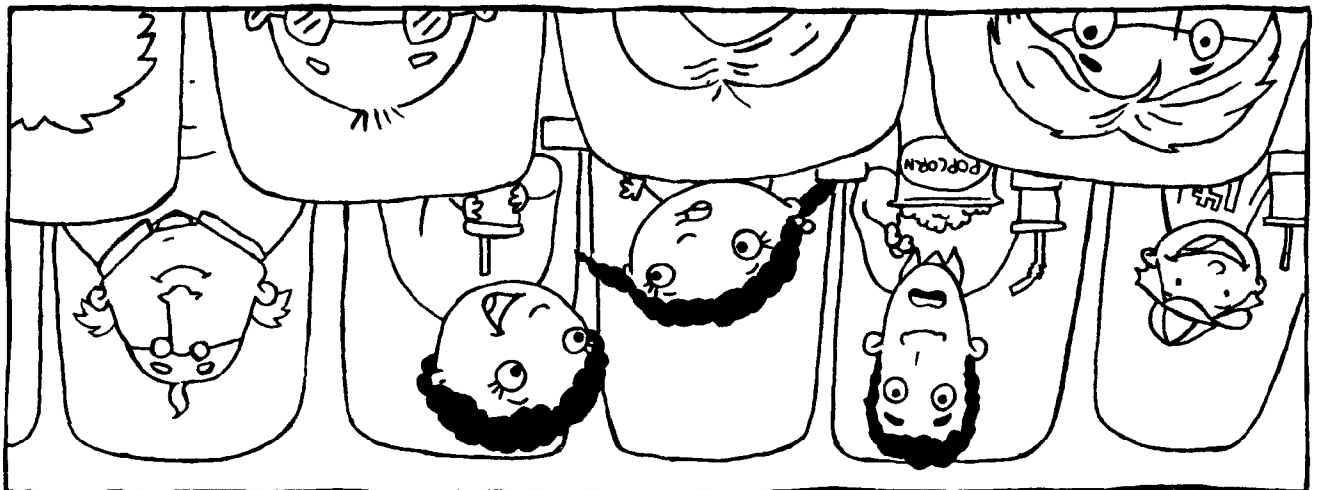
"When you grow up," Dad said.

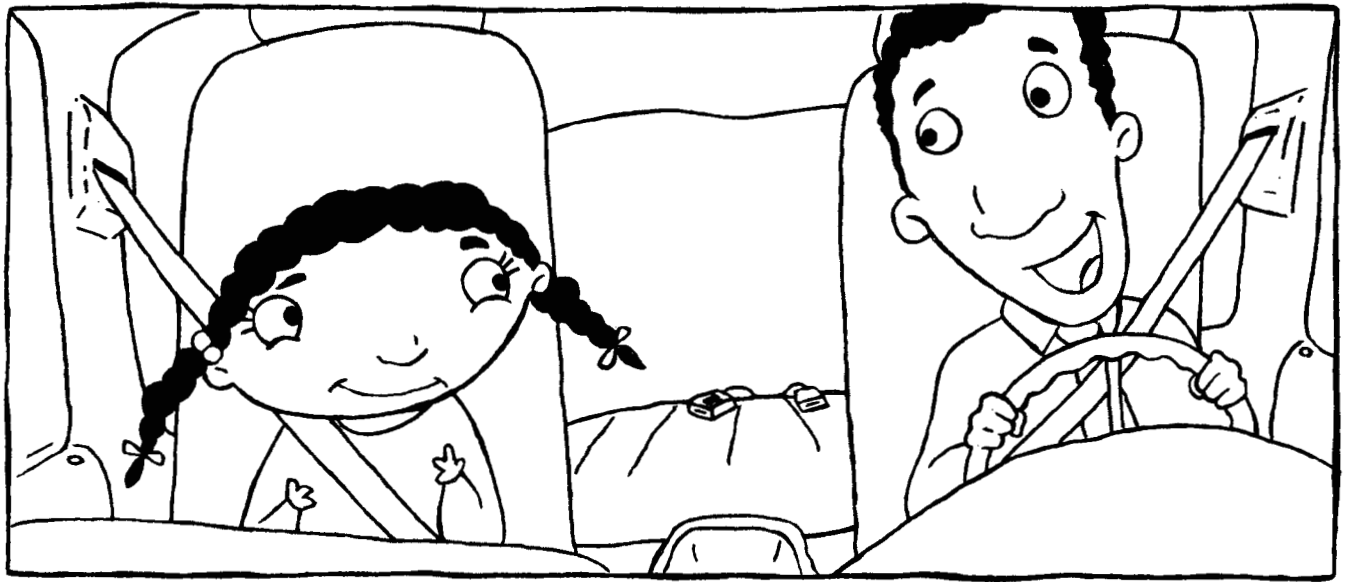
5

"When you grow up," said Mom.
I asked.

6

"When can I go to the movies alone?"





"When can I drive the car?" I asked.

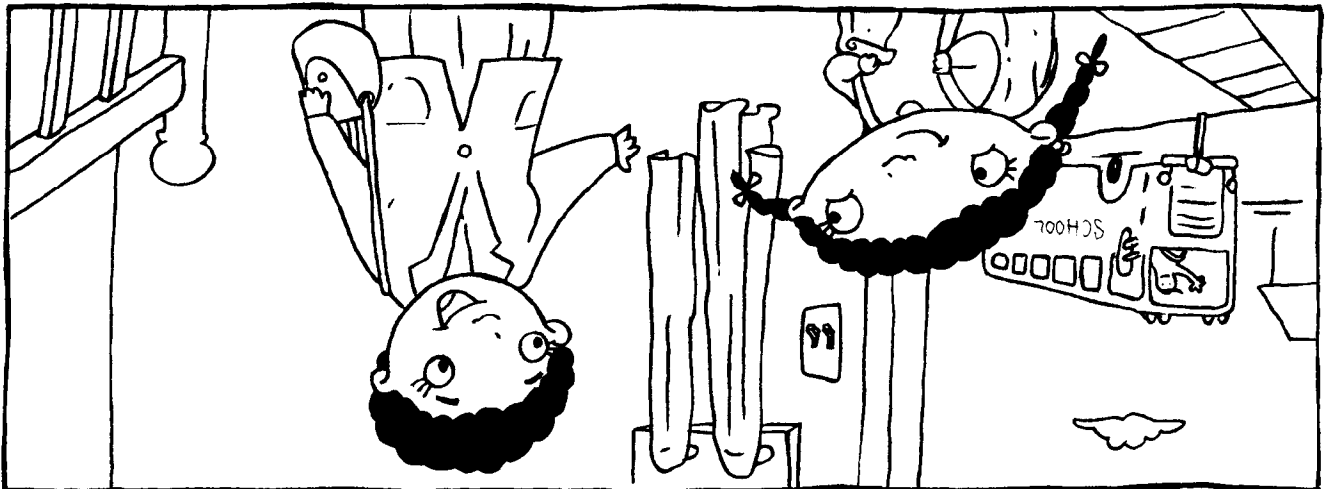
"When you are grown up," said Dad.

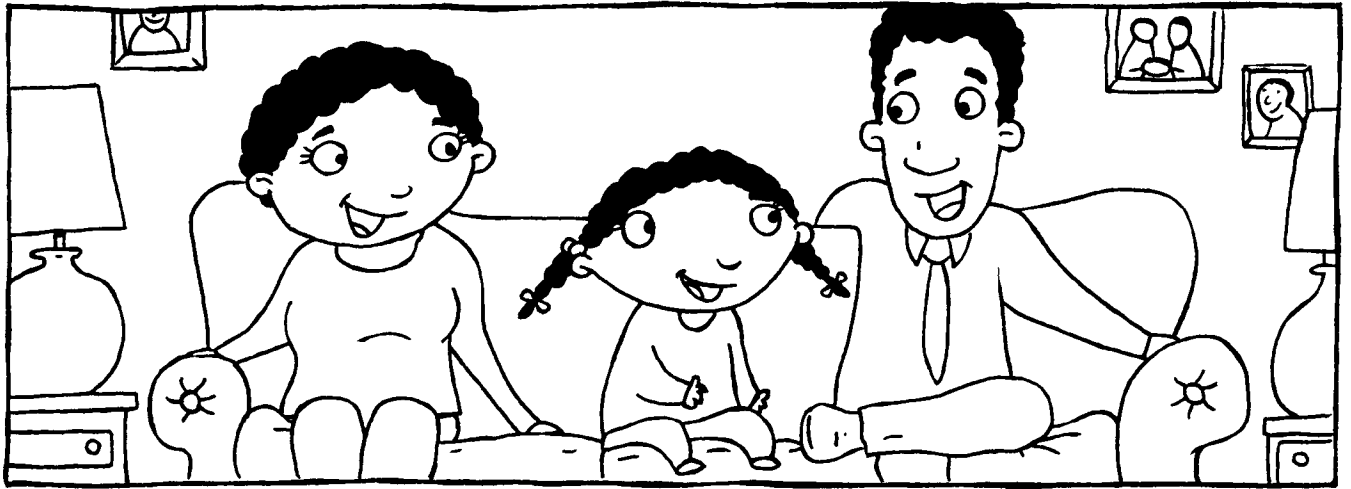
7

"When you grow up," said Mom.

8

"When can I get a job like yours?" I asked.





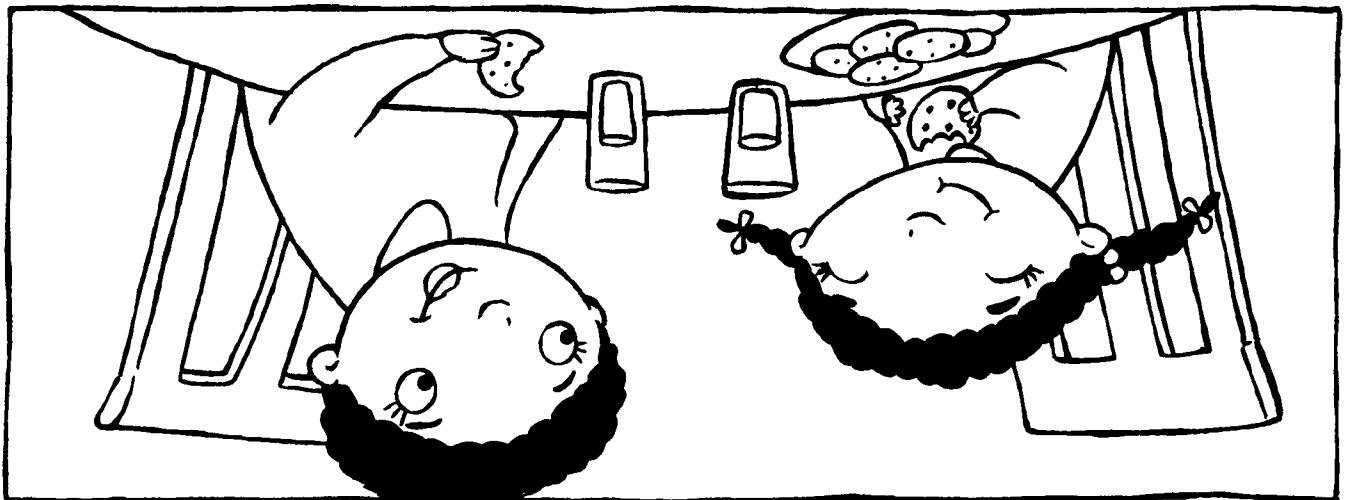
"When can I go out at night?"
I asked.

"When you are grown up," Dad said.

9

10
"Right now," said Mom.
I asked.

"When can I have cookies and milk?"



Name _____

Predict	Actual

WHEN I GROW UP • LEVEL E • 1

SKILL: PREDICTION

INSTRUCTIONS: Have students write or draw what they predict might happen in the story in the *Predict* column. Have them write or draw what actually happened in the *Actual* column.

Name _____

Characters

WHEN I GROW UP • LEVEL E • 2

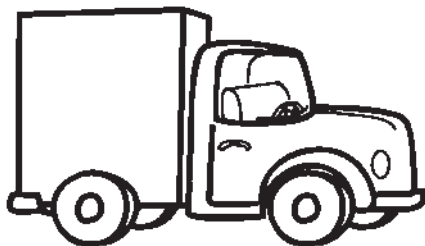
Setting

SKILL: CHARACTERS AND SETTING

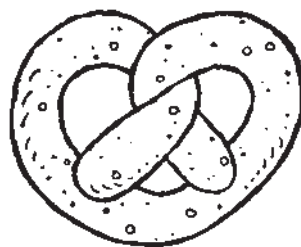
INSTRUCTIONS: Have students draw and label the characters and the setting of the book *When I Grow Up* in the appropriate boxes.

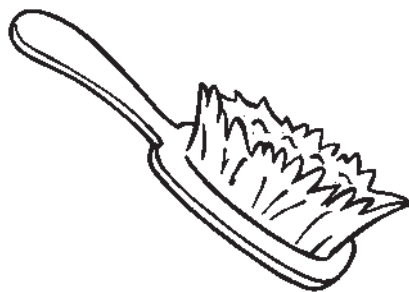
Name _____

b r c r d r f r p r t r













INSTRUCTIONS: Have students write the *r*-family blend that the name of each picture begins with on the blank under the picture.

LEVELED READER • E

Nothing for Father's Day



Written by Melanie Alberts • Illustrated by Margaret Sanfilippo

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Nothing for Father's Day

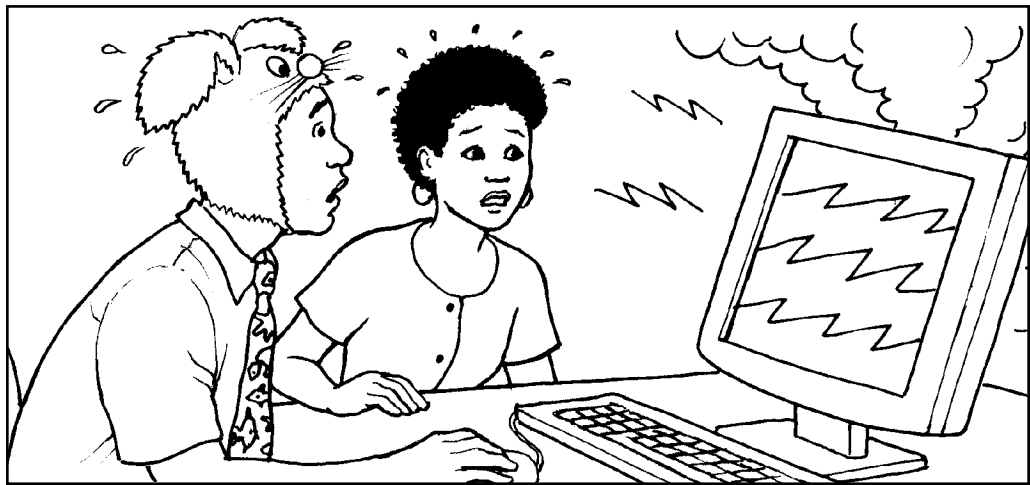
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Nothing for Father's Day



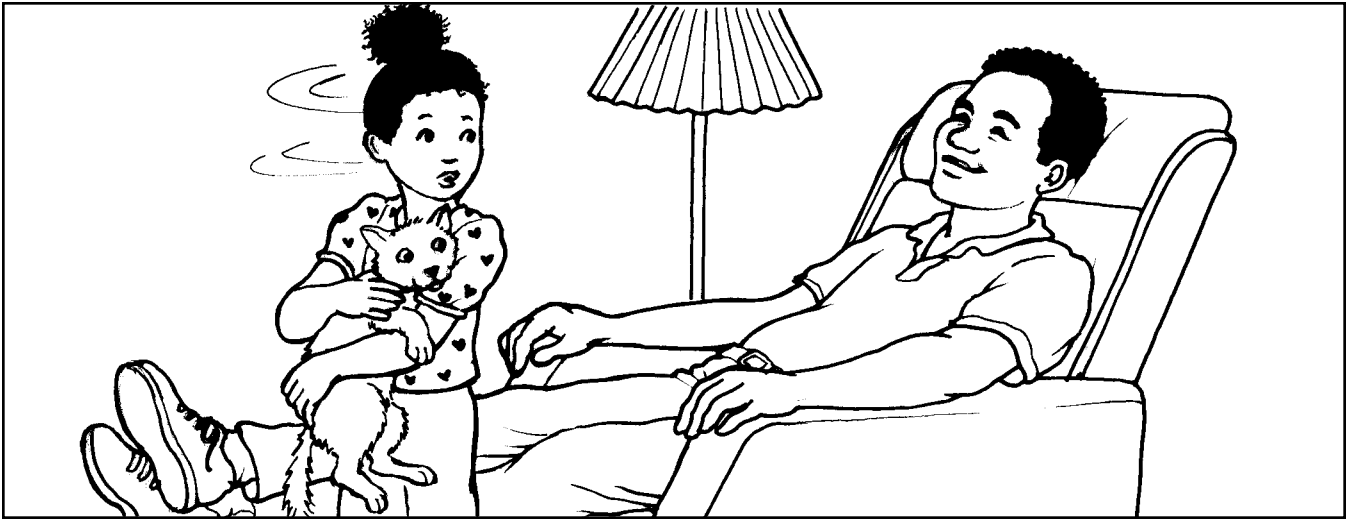
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Illustrated by Margaret Sanfilippo

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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

LEVEL E
Correlation

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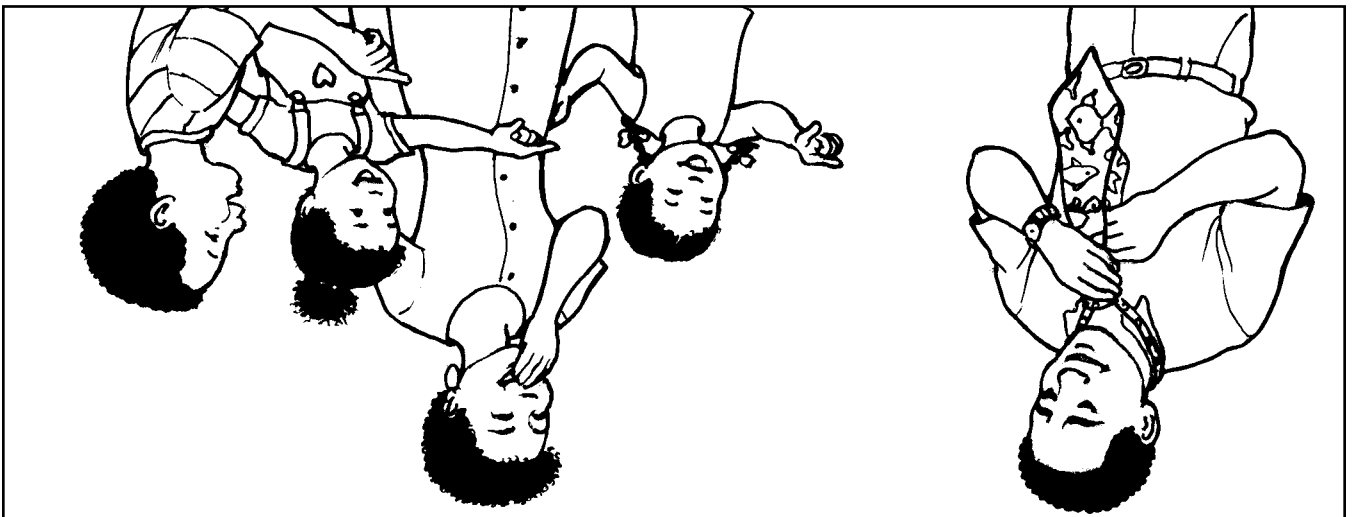


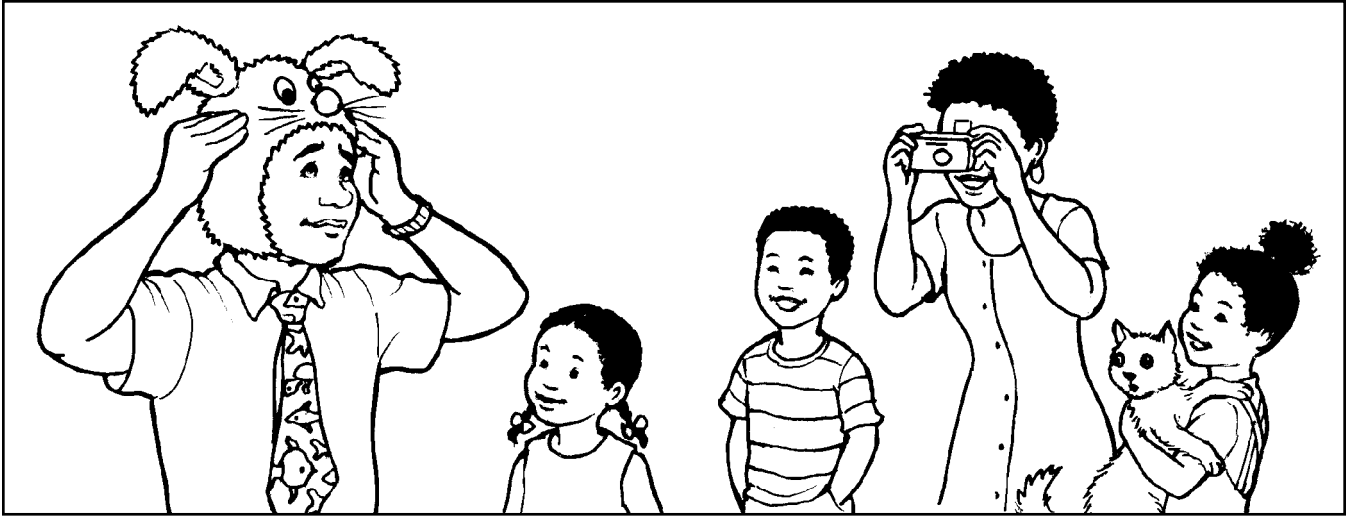
My dad wants nothing for Father's Day.
 "Nothing at all?" I asked.
 "Not a thing," said Dad.

3

last year I gave him a funny tie.
 It made everyone laugh.
 Dad says he has enough ties.

4



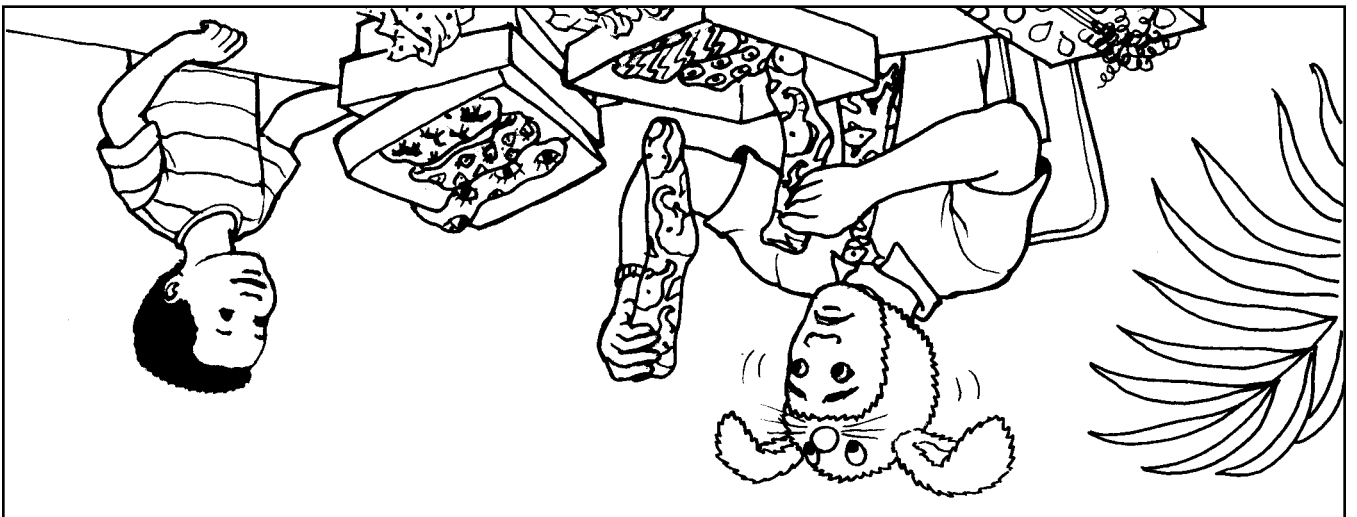


Last year my sister gave him a hat.
It made him look like a big rabbit.
Dad says he has enough hats.

5

Last year my brother gave him socks.
Dad wore them once.
I think Dad has enough socks.

6





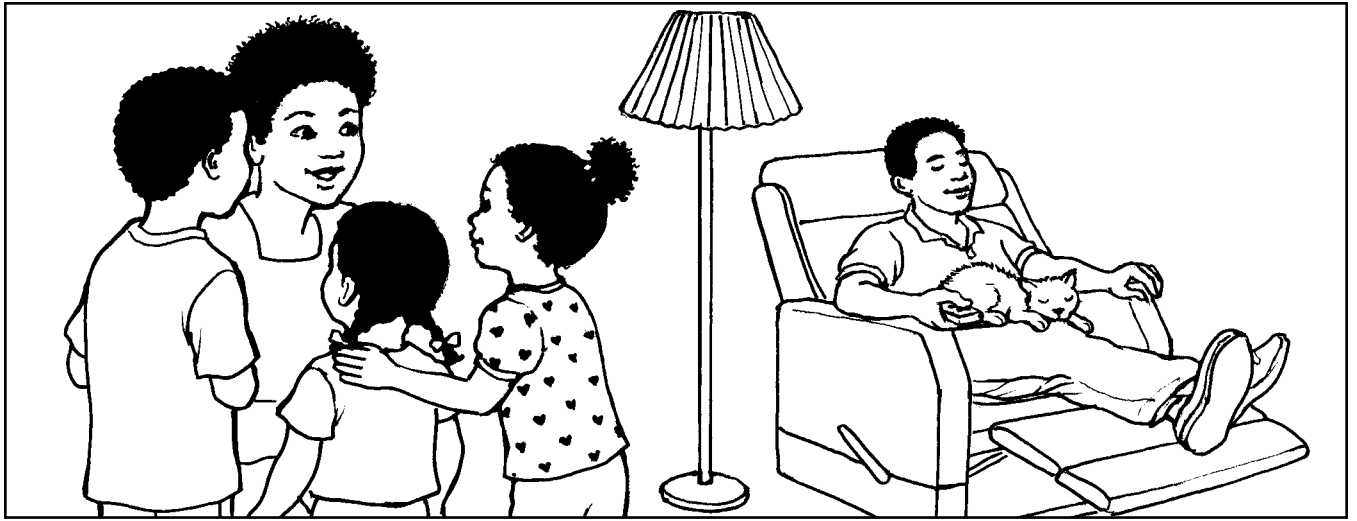
Last year Mom gave him a computer game.
It made his computer crash.
Dad said, "Enough computer games!"

7

This year, Dad wants to watch TV.
He wants to take it easy and play.

8





He wants nothing, but we have a plan.
We will watch TV.
We will play.

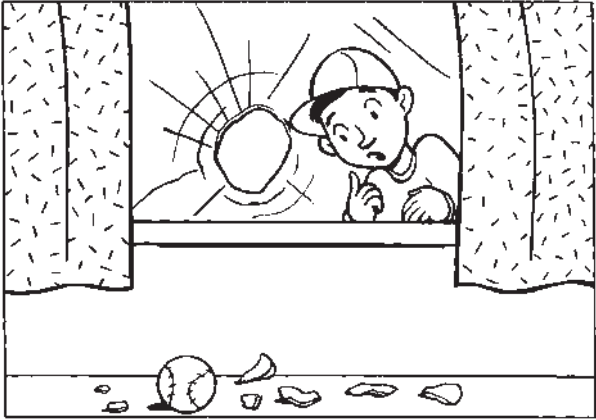
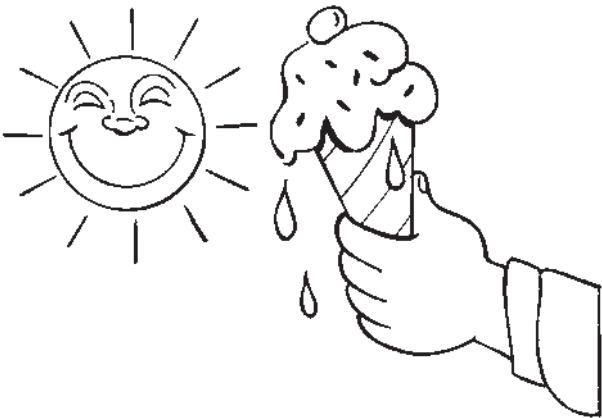
9

And we will give him the biggest hug
just for Father's Day.

10

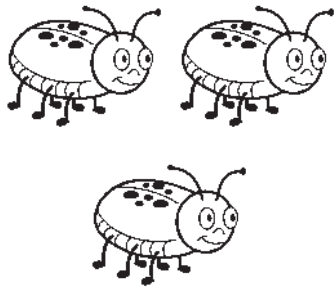
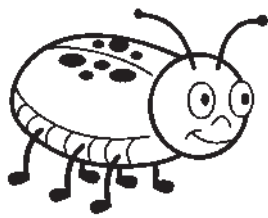


Name _____

Cause	Effect
	
	
	

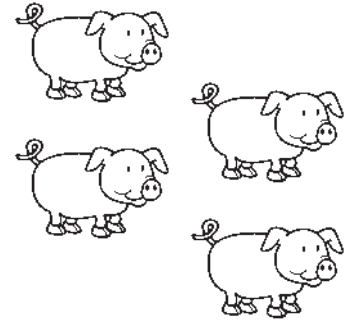
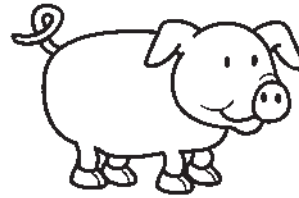
INSTRUCTIONS: Have students look at the pictures in the two columns of boxes. Have students draw the missing effect next to each cause and the missing cause next to the effect.

Name _____

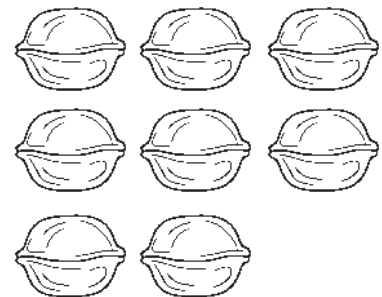
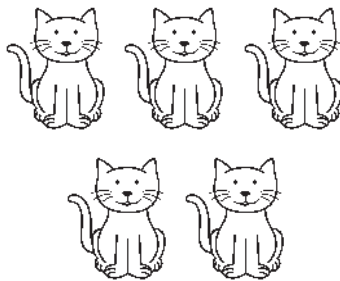
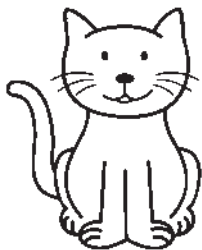
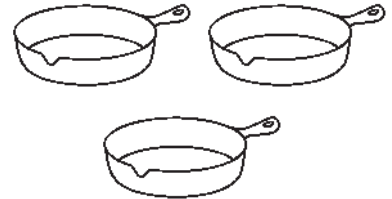
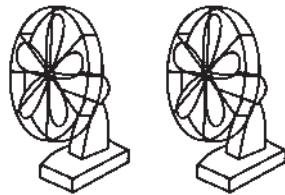
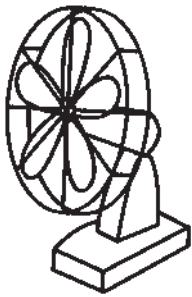


1 bug

3 bugs



NOTHING FOR FATHER'S DAY • LEVEL E • 2



SKILL: PLURAL NOUNS

INSTRUCTIONS: Have students write the number and the correct singular and plural forms of the words under the pictures. The first one is done for them.

LEVELED READER • E

City Animals



Written by Elizabeth Austin

www.readinga-z.com

City Animals

A Reading A-Z Level E Leveled Reader • Word Count: 109




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LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	6-8

Correlation

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Many people live in cities.
Many kinds of animals live in cities, too.

3

Mice live in cities.
They eat food people throw away.

4





Geese and ducks live in cities.
They swim in ponds in parks.

5

Squirrels live in cities.
Squirrels make nests in trees.

6





Pigeons live in cities.
Some people like to feed pigeons.

7

Opossums live in cities.
They like to come out at night.

8





Hawks live in cities.
They make nests on tall buildings.

9

Dogs live in cities.
People bring them to the park.

10





Raccoons live in cities.
They take food from trash bins.

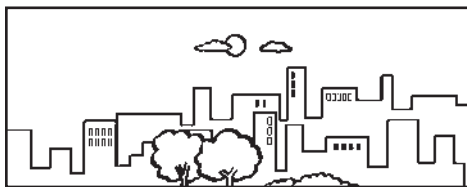
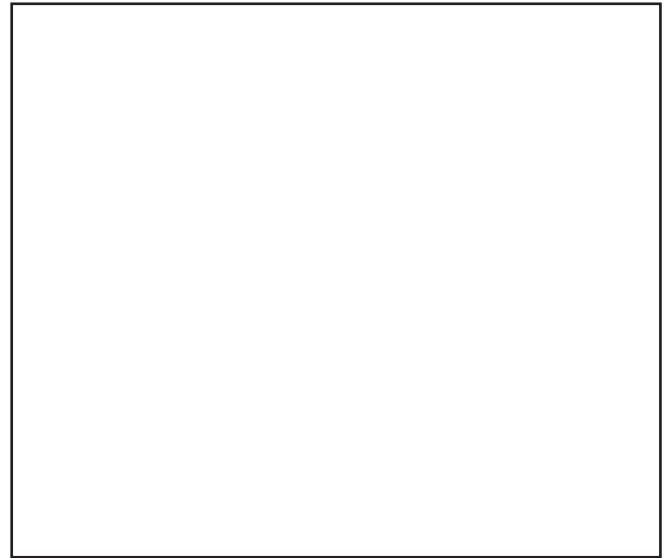
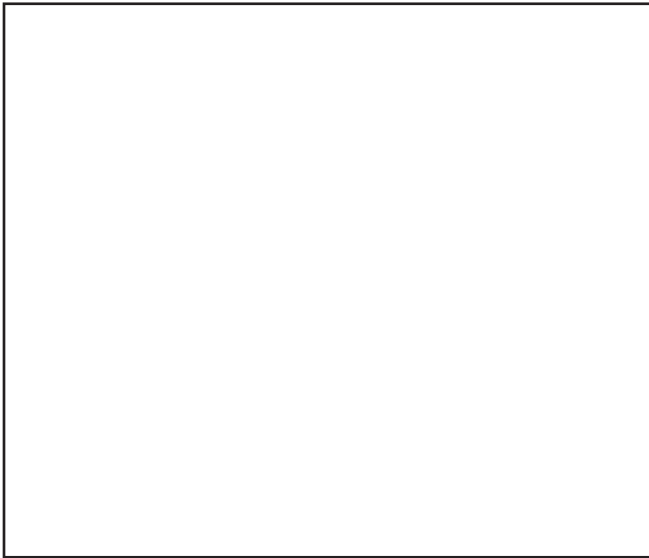
11

Do you see animals where you live?
What kinds of animals do you see?

12



Name _____



Different kinds of animals
live in the city.



INSTRUCTIONS: Read the main idea with students. Then have them draw and label details from the book that support the main idea in each of the boxes.

Name _____

small

swim

snow

skin

spin

still

The _____ is cold.

You can _____ a top.

The sun will burn your _____.

You need to sit _____.

Can we _____ in your pool?

An ant is very _____.



INSTRUCTIONS: Have students use the s-blend words from the word box below to complete the sentences.

Getting Ready for School

A Reading A-Z Level E Leveled Reader

Word Count: 99



Reading a-z

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LEVELED READER • E

Getting Ready for School



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Pam Bull

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Getting Ready for School



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Correlation

LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	6-8



••• Table of Contents •••

Getting Ready4

Time to Get Up8

Time to Go10

At School12



••• Getting Ready •••

Monday is the first day
of school.



Children around the world go to school. Some will go to school for the first time.



They get backpacks, paper, and pencils.



On Sunday night, the children go to bed early. Monday is a big day.



••• **Time to Get Up** •••
The children get dressed.

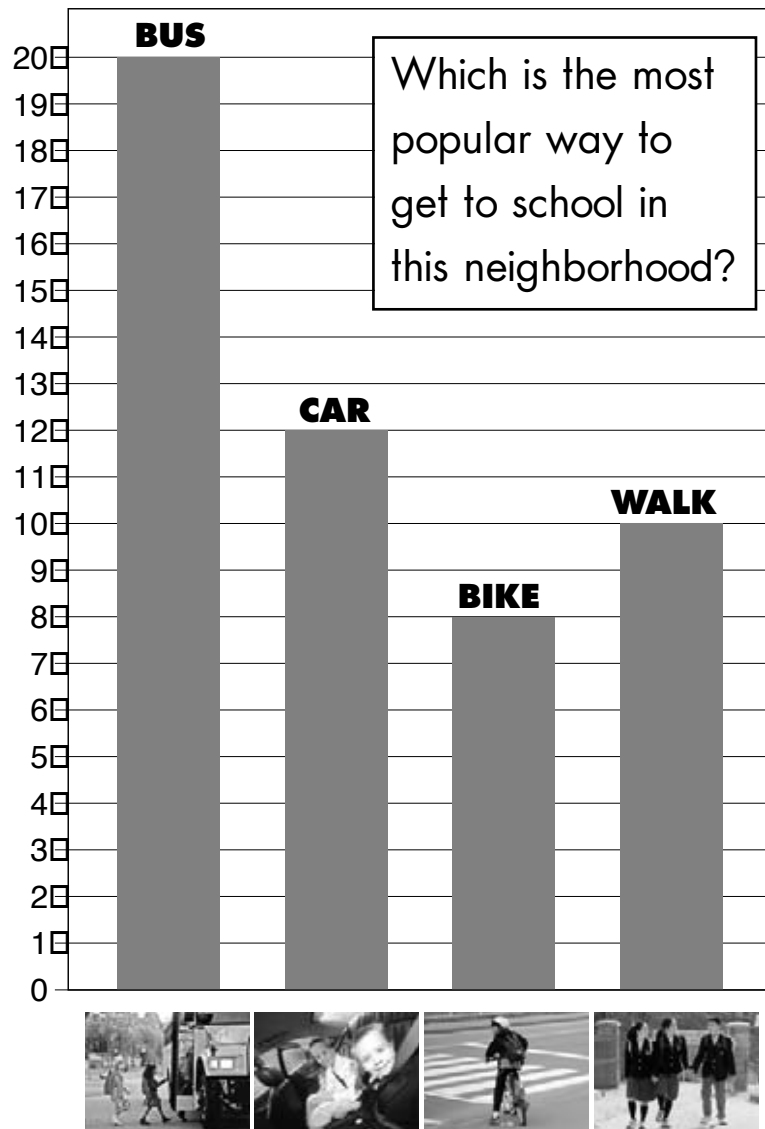


They eat breakfast.
They brush their teeth.



... Time to Go ...

Some children take
the bus to school.
Some children get a ride
with Mom or Dad.



Some children ride bikes.
Some children walk.



... At School ...

The children get to school.
They see old friends
and make new ones.
The first day of school
is a big day.

Name _____

INSTRUCTIONS: Have students write in the main idea for the book. Then have them record details from each chapter that support the big idea.

Big Idea

➔ Getting Ready	Details
➔ Time to Get Up	Details
➔ Time to Go	Details
➔ At School	Details

Name _____

INSTRUCTIONS: Have students write the word from the box that makes sense in each sentence.

cheese

shoe

chips

fish

chick

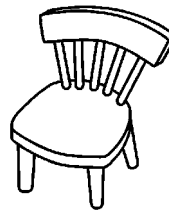
chair

chest

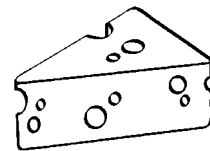
clown

ship

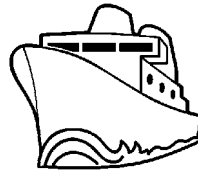
1. He sat on a chair.



2. The mouse ate the _____.



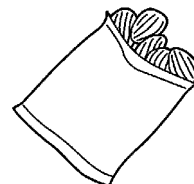
3. The _____ is big.



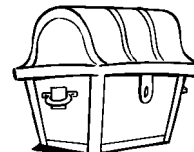
4. She has a little yellow _____.



5. The _____ were salty.



6. Her toy _____ is full.



Name _____

INSTRUCTIONS: Have students use the calendar to answer the questions.

1. What day comes after Wednesday?

Thursday

2. What is the last day of the week?

3. What day comes before Monday?

4. What day comes after Monday?

5. What day begins with F?

6. What day comes before Tuesday?

7. What day comes after Tuesday?

Name _____

INSTRUCTIONS: Have students cut out the words and form compound words. Tell them to write the new words on a sheet of paper.

base

fire

snow

sail

flake

ball

boat

house

foot

man

All Kinds of Farms

A Reading A-Z Level E Leveled Reader

Word Count: 100

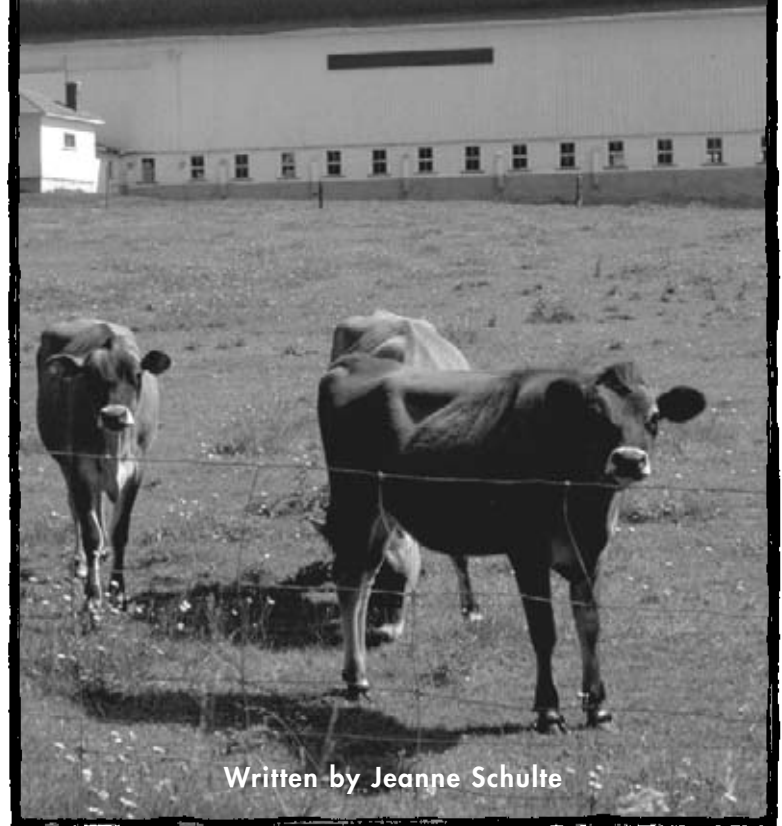


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LEVELED READER • E

All Kinds of Farms



Written by Jeanne Schulte

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All Kinds of Farms

Photo Credits:

Front cover, back cover, Title page, pages 3, 4, 5 (top), 6, 7, 8, 9, 10, 11, 12 (wool sweaters, cotton shirts, vegetables): © ArtToday; pages 5 (bottom), 12 (fruit, butter, milk): © Comstock Klips; page 12 (juice, cheese): © PhotoDisc



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Level E Leveled Reader
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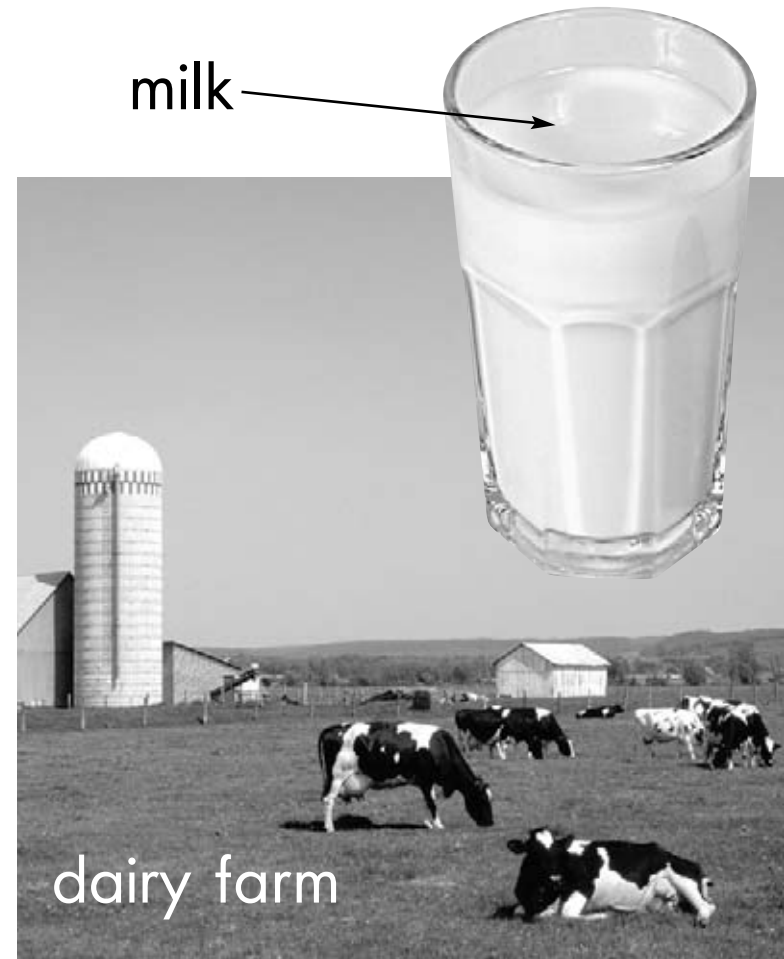
LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	6-8



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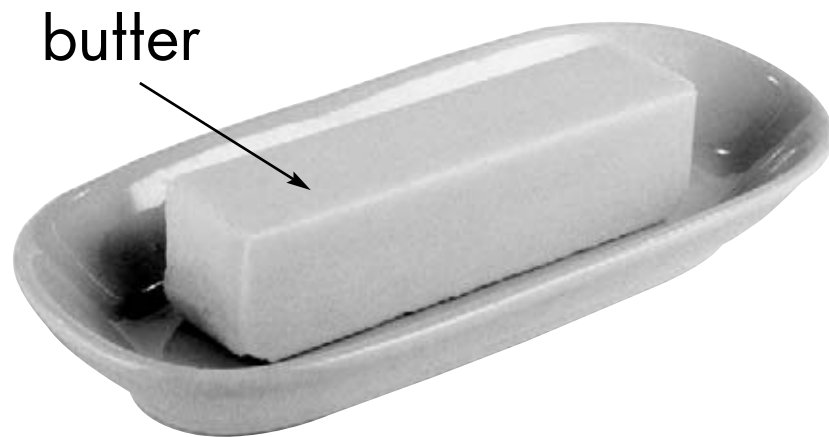
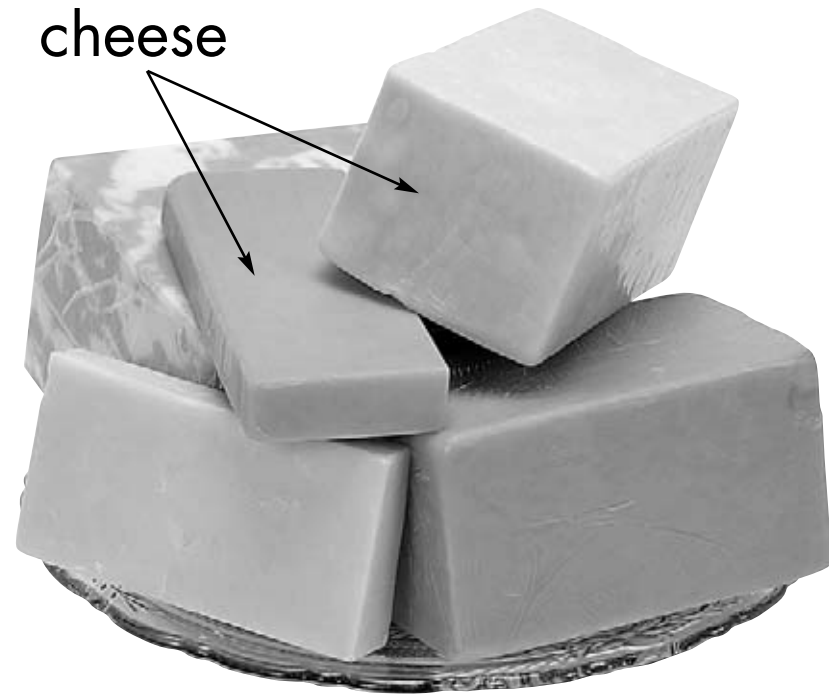
What Lives on Farms.....4

What Grows on Farms..8

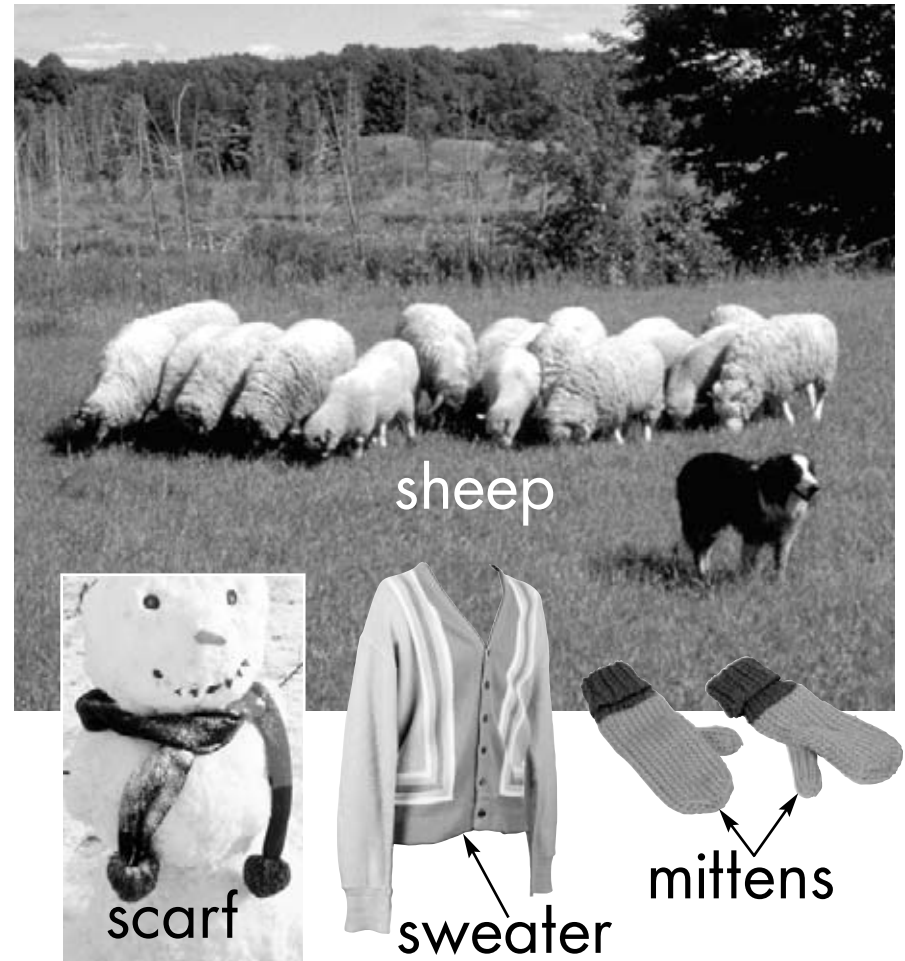


What Lives on Farms?

Cows live on farms.
Milk comes from cows.
We drink milk.

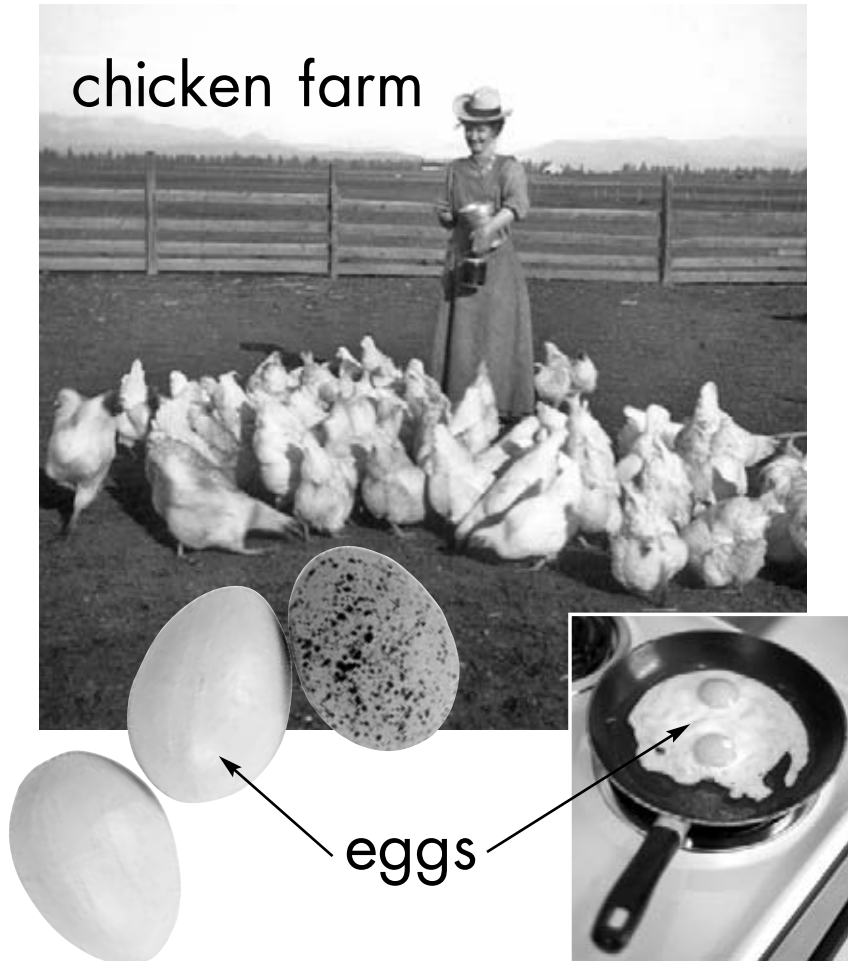


We make cheese
and butter from milk.



Sheep live on farms.
Wool comes from sheep.
We make clothes
from wool.

chicken farm



Chickens live on farms.
Eggs come from chickens.
We eat eggs for
breakfast.

apple orchard



What Grows on Farms?
Apples grow on farms.
We eat apples.



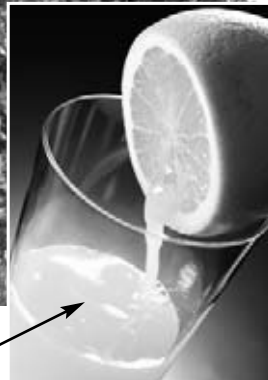
strawberry
plant



strawberry
jam



orange
tree

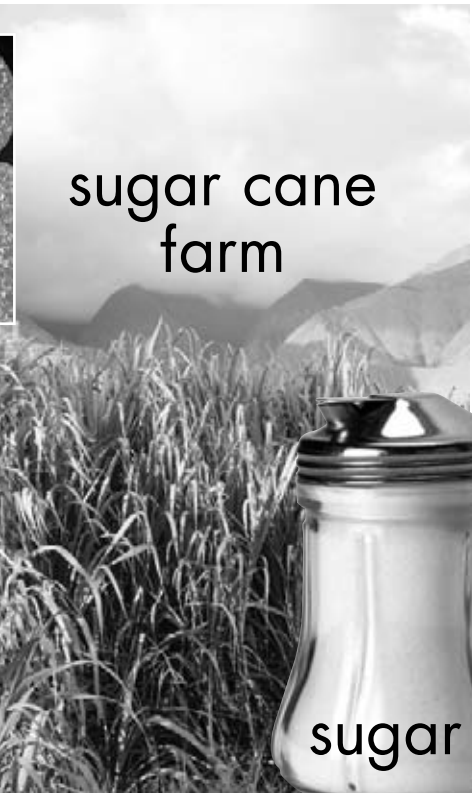


orange juice

Other fruit grows
on farms, too.
We eat fruit.



candy



sugar cane
farm

sugar

Sugarcane grows
on farms.
Sugar comes from
sugarcane.
Sugar makes foods
sweet.



cotton farm



shirts



socks

Cotton grows on farms.
We use cotton
to make clothing.
Shirts, pants, and socks
are made from cotton.



juice

fruit



cotton shirts



wool
sweaters



butter



cheese



vegetables

milk



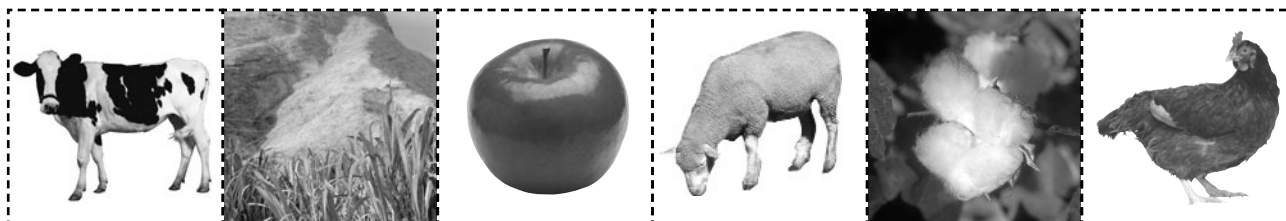
What did you use today
that came from a farm?

Name _____

INSTRUCTIONS: Have students cut out the pictures. Tell them to paste each picture where it belongs. Then have them child to draw something that comes from each thing that lives or grows on a farm.

This book is about _____.

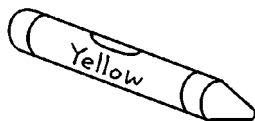
Things that live on a farm			Things that grow on a farm		



Name _____

INSTRUCTIONS: Have students cut out the words and paste them underneath the picture that starts with the same r-family blend.

crayon



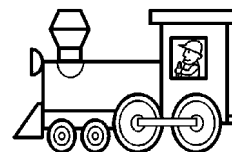
grapes



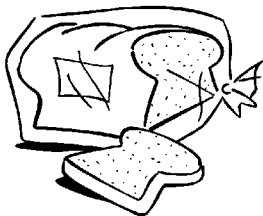
present



train



bread



frog



drink



crop	drill	bran	crab
grab	prod	trip	from
drum	trot	grass	brat
press	frill	grill	crib

The Four Seasons

A Reading A-Z Level E Leveled Reader

Word Count: 81



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The Four Seasons



Written by Pam Bull

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The Four Seasons

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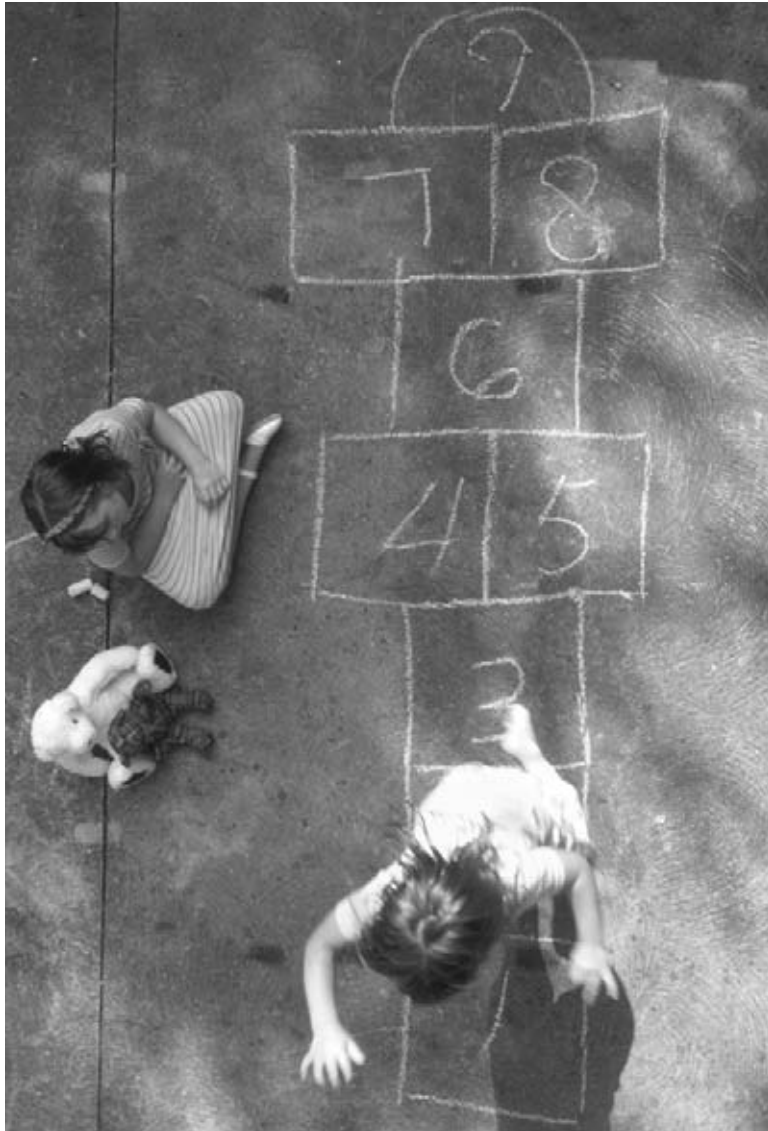
LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	6-8



There are four seasons.



In spring, the rain falls.
Children play in the
puddles.



The days get longer.
Summer comes.



In summer,
the days are hot.
Children play at the
beach.



It starts to cool off.
Fall comes.



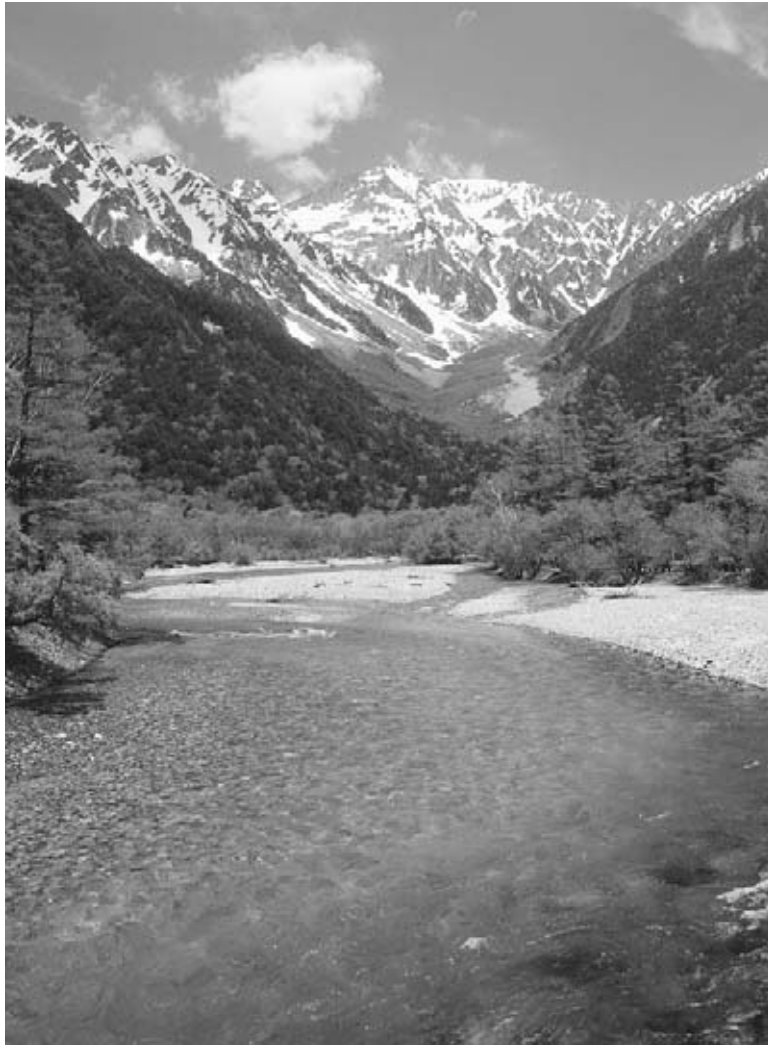
In fall, trees lose their
leaves.
Children make faces
on pumpkins.



The winds get colder.
Winter comes.



In winter, the days
are shorter.
Children play in the snow.



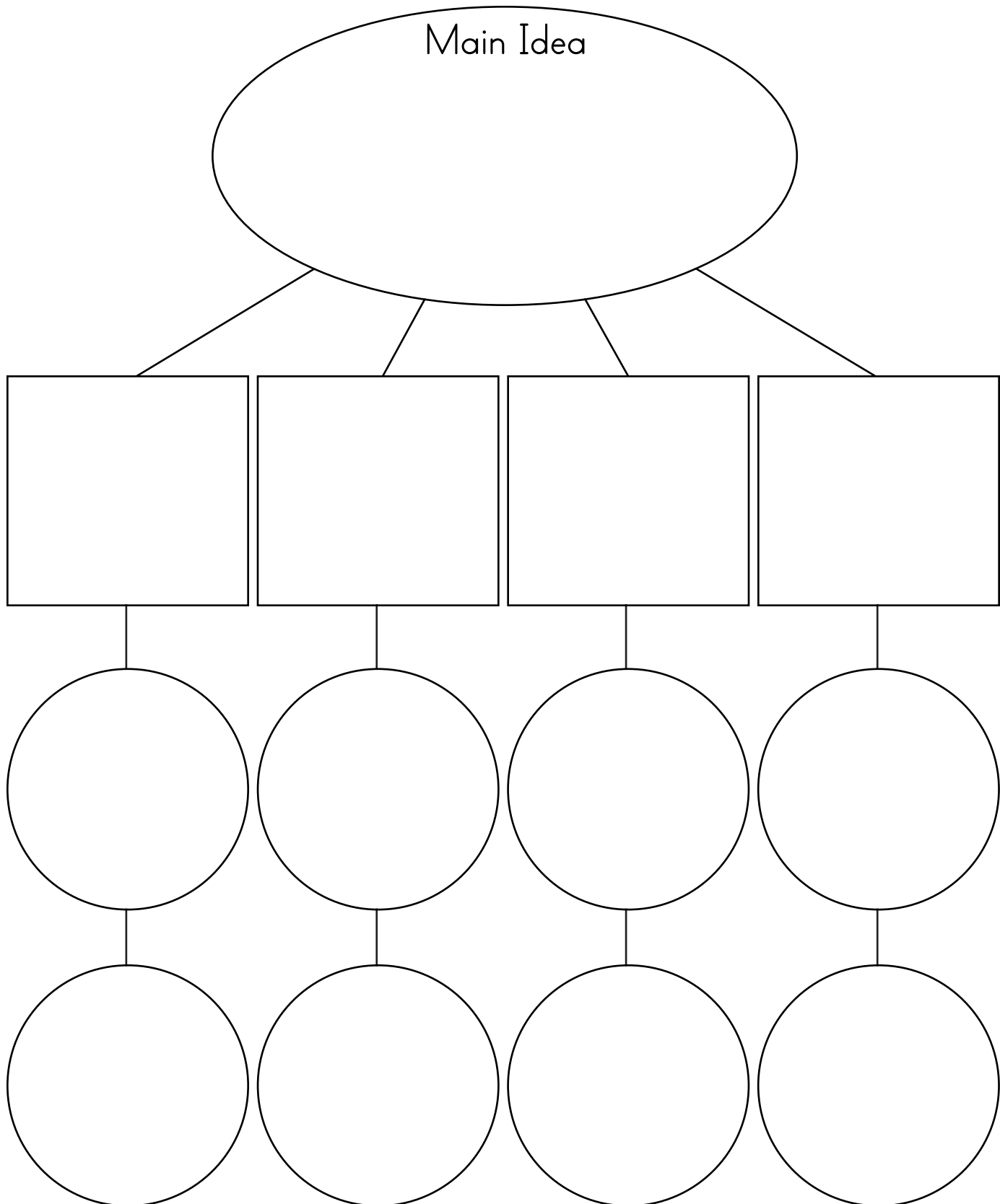
The snow melts.
It gets warmer.
Spring comes again.



Children have fun in all
seasons!

Name _____

INSTRUCTIONS: Have students write the main idea in the large oval, the names of the seasons in the squares, and two things they read about each season in the small circles.



Name _____

INSTRUCTIONS: Have students read the phrases and draw a picture to go with each one. Have them circle the letters that stand for the long e sound.

a big sea

a cup of tea

a red leaf

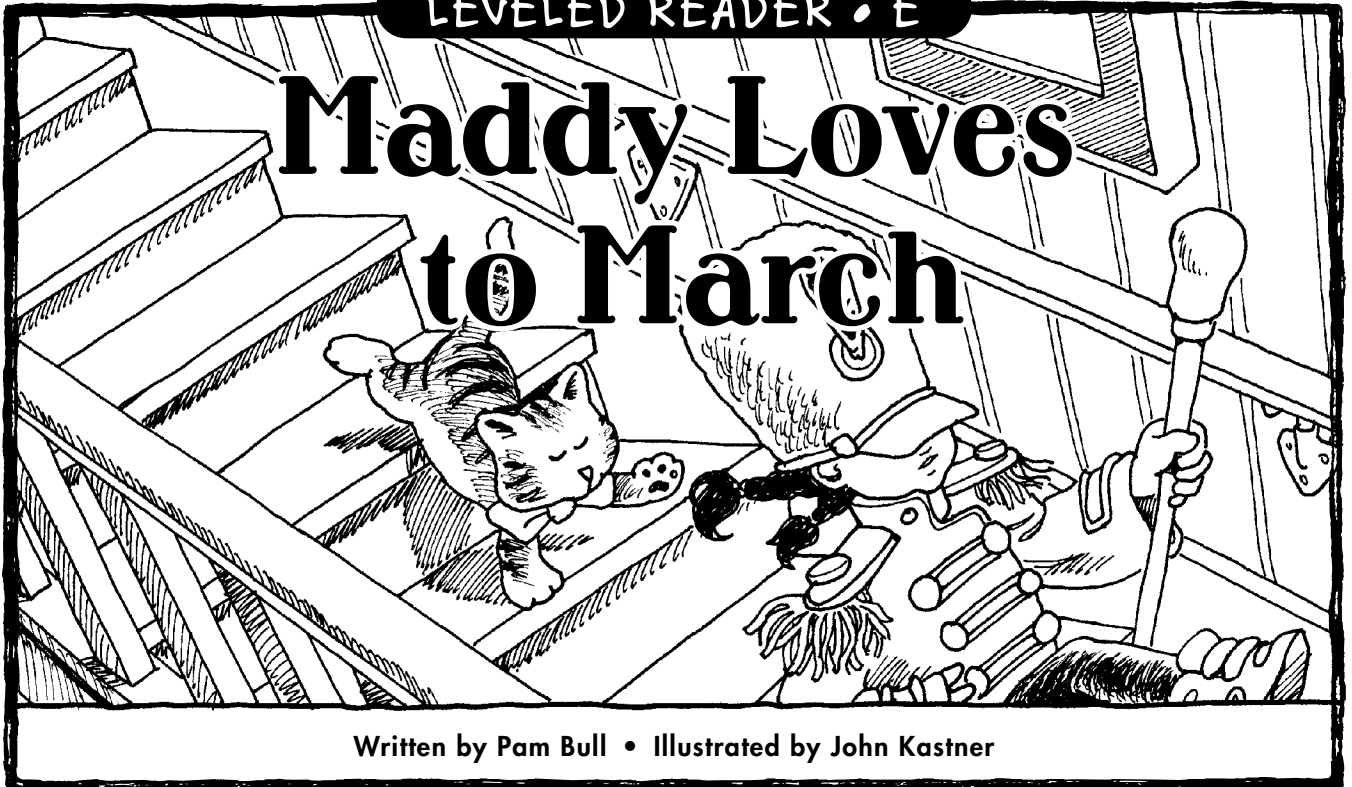
leap over a box

read a book

sit on a seat

LEVELED READER • E

Maddy Loves to March

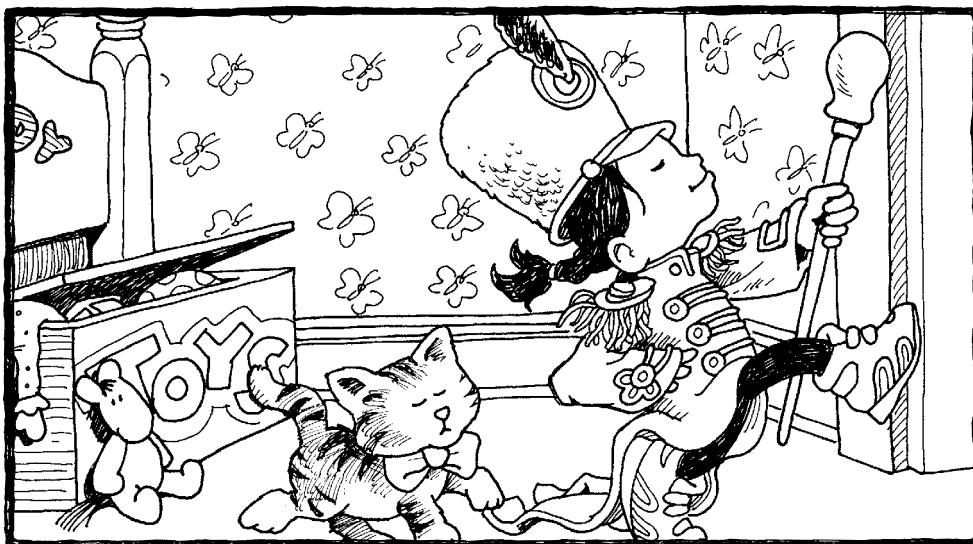


Written by Pam Bull • Illustrated by John Kastner

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Maddy Loves to March

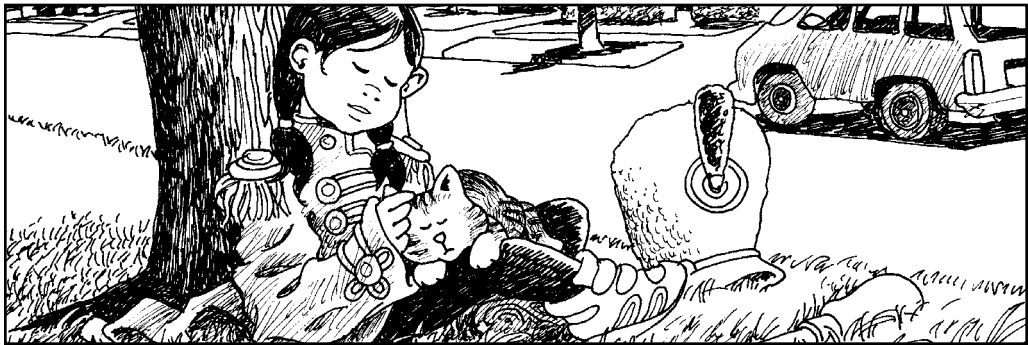
A Reading A-Z Level E Leveled Reader • Word Count: 107



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Maddy Loves to March



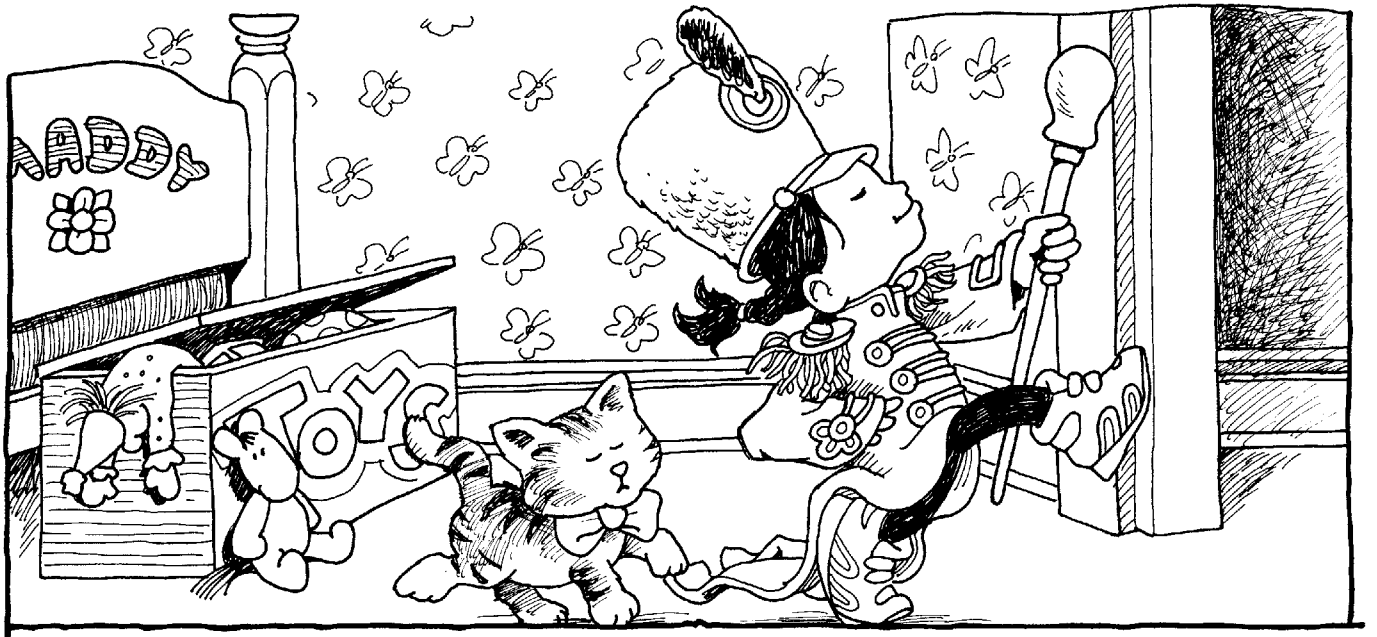
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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

LEVEL E
Correlation

Maddy Loves to March
Level E leveled Reader
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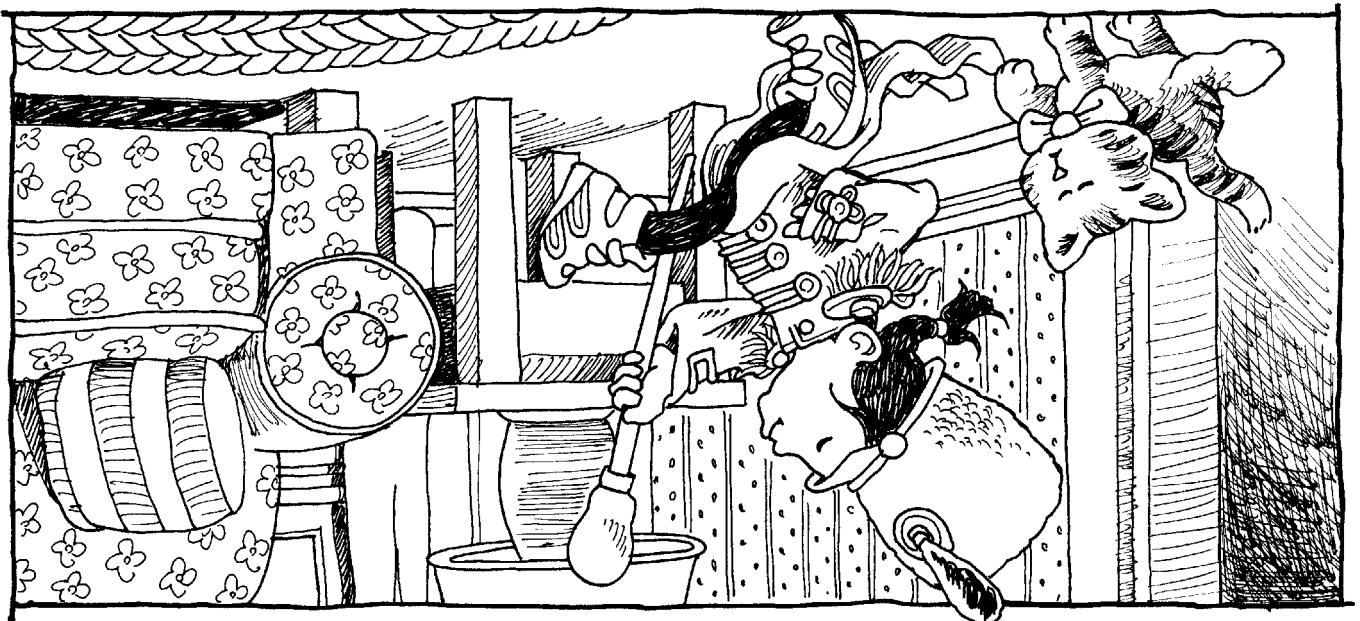


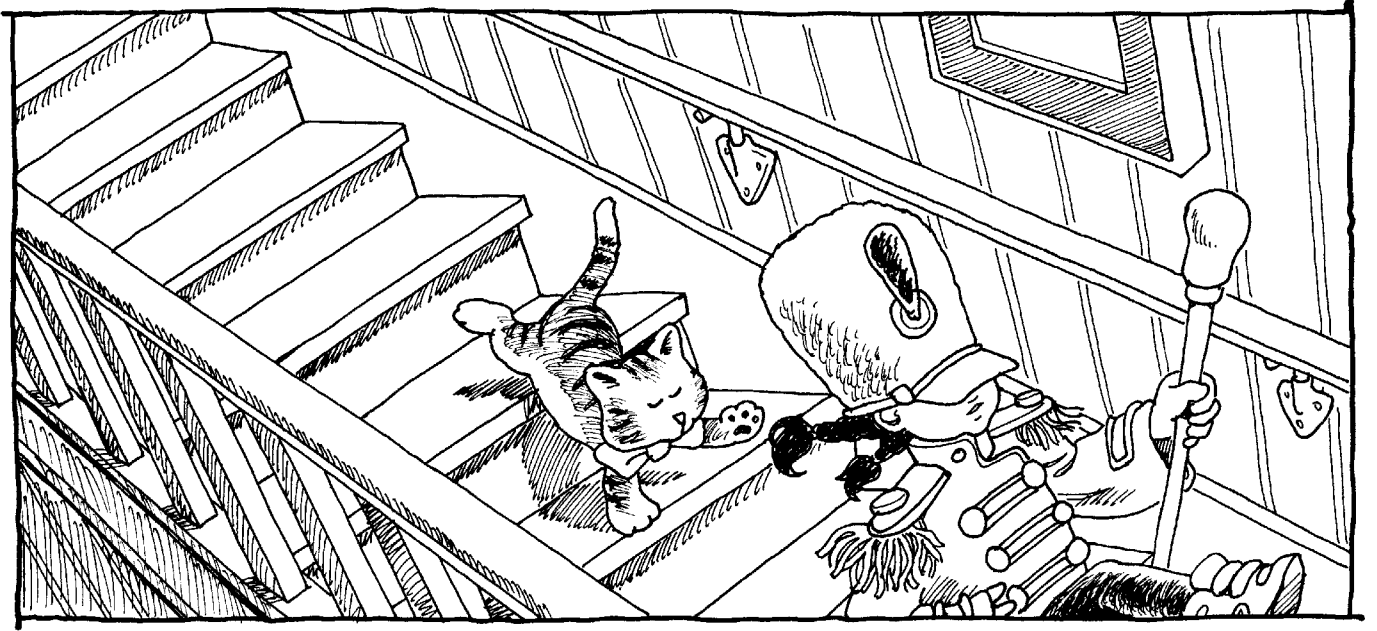
Maddy loves bands.
She loves to march all around.

3

Maddy marches through the house.
One, two, three, four.

4



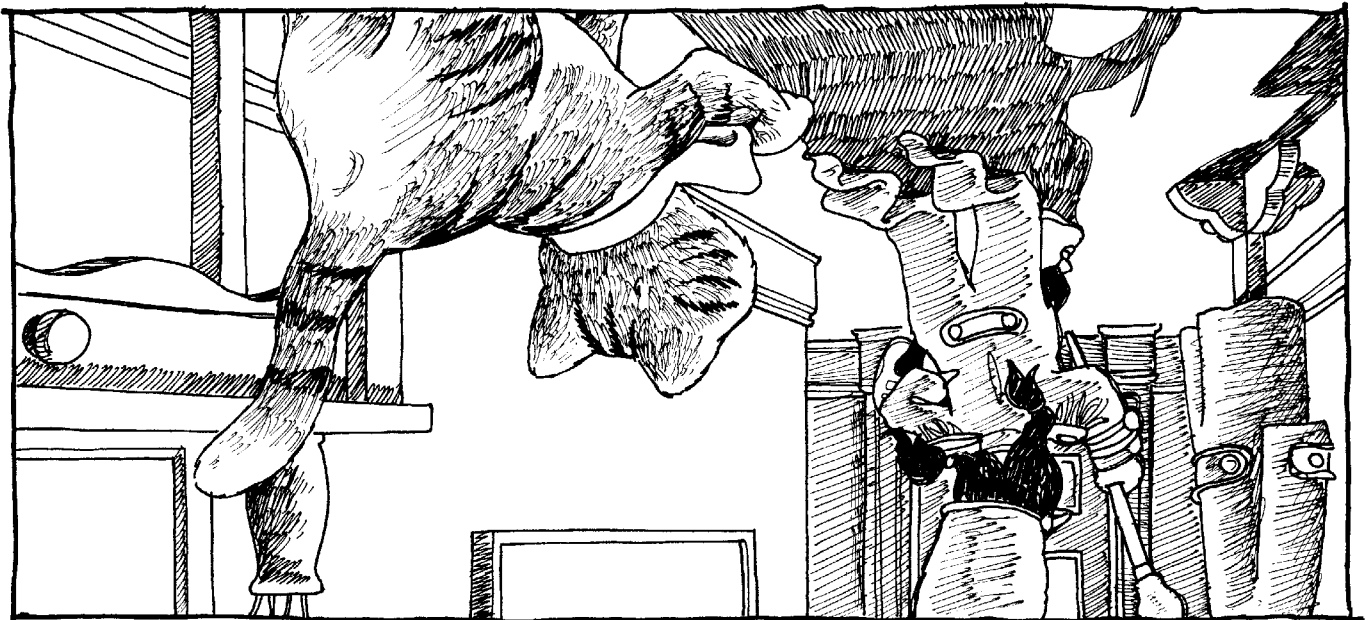


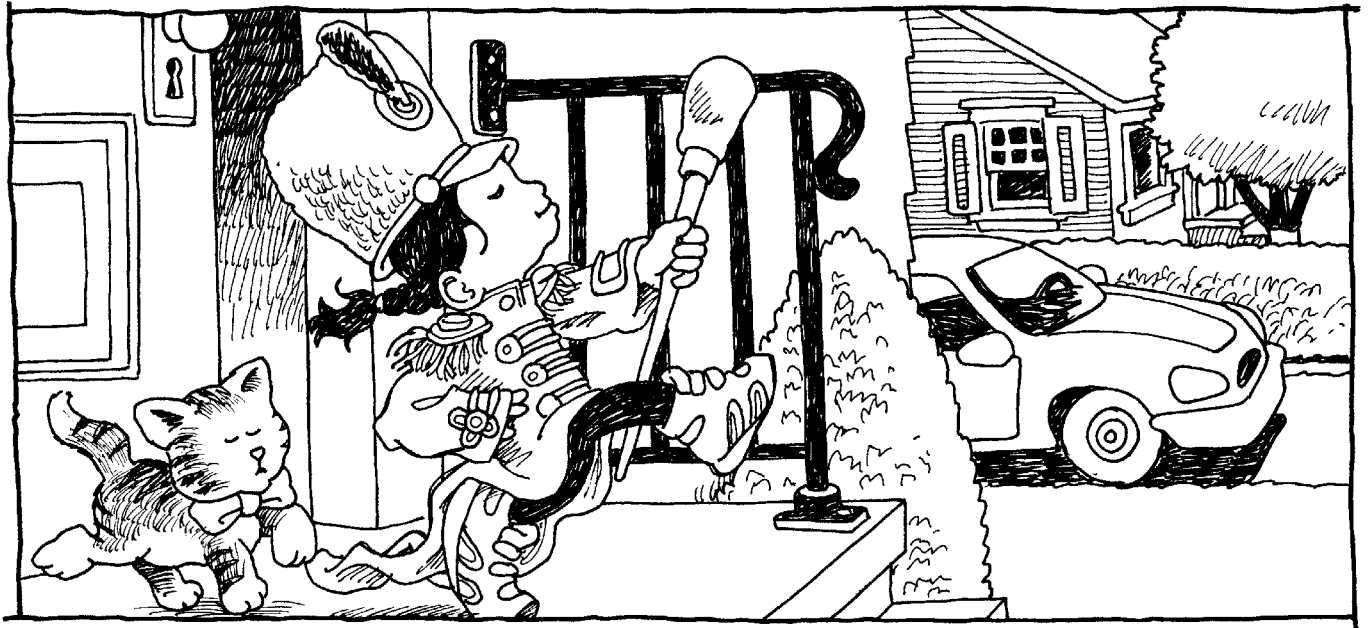
Maddy marches down the stairs.
One, two, three, four.

5

6

Maddy marches down the hall.
One, two, three, four.



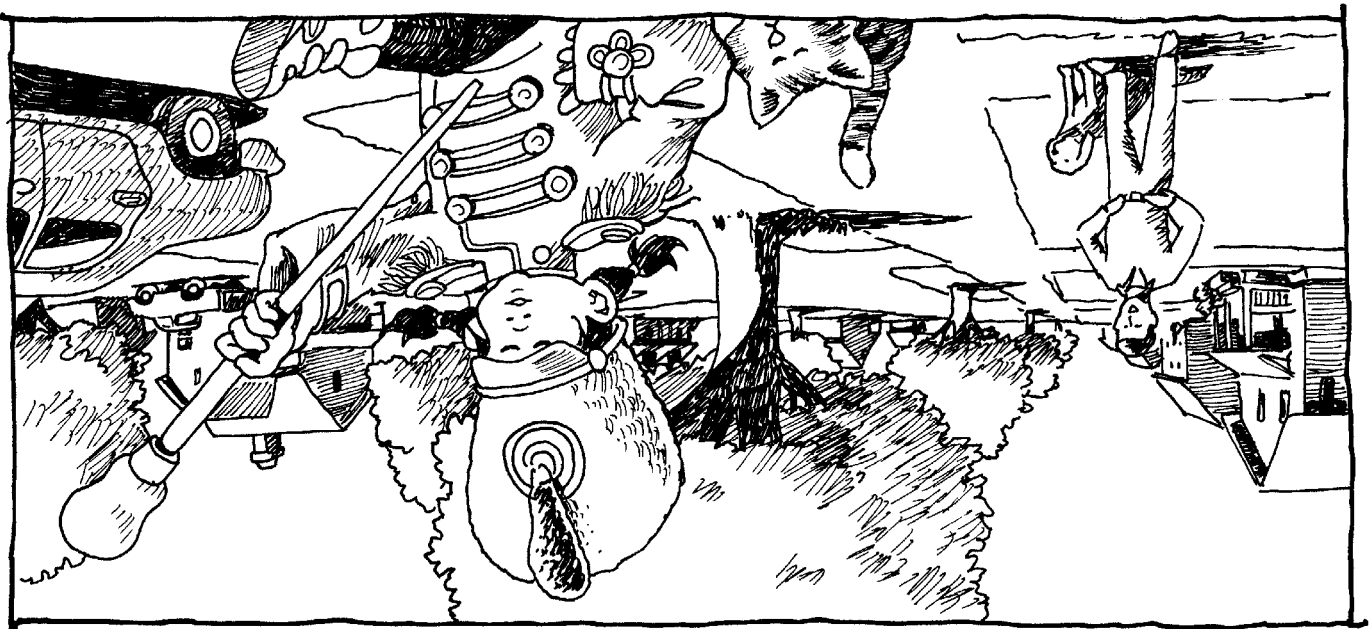


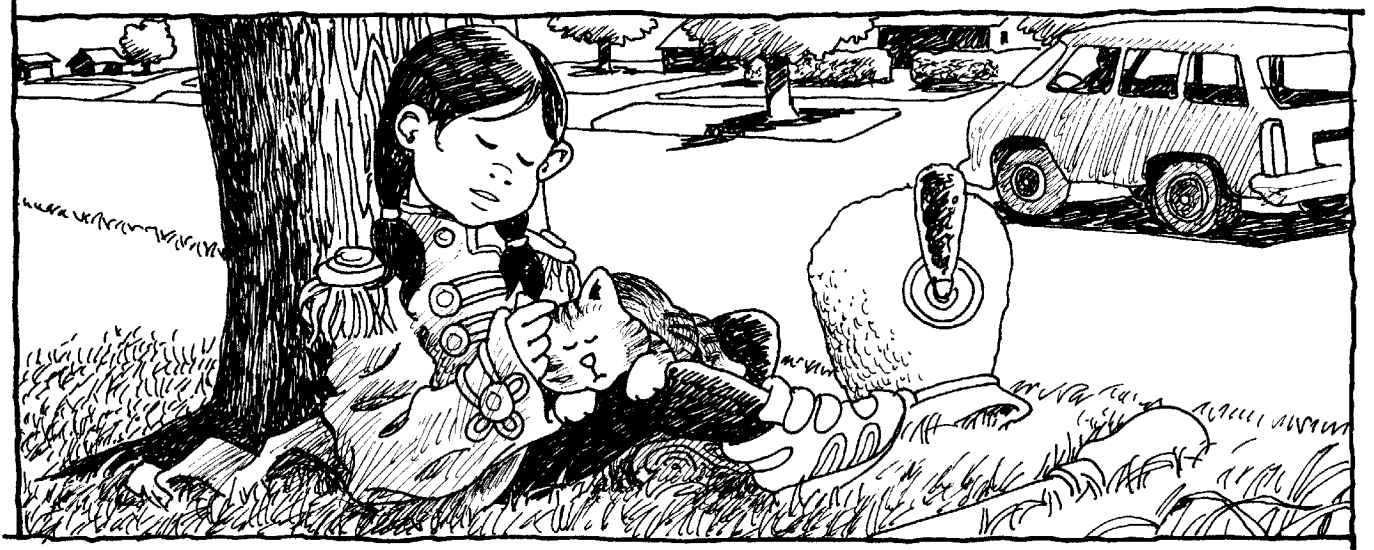
She marches out the door.
One, two, three, four.

7

Maddy marches down the street.
One, two, three, four.

8



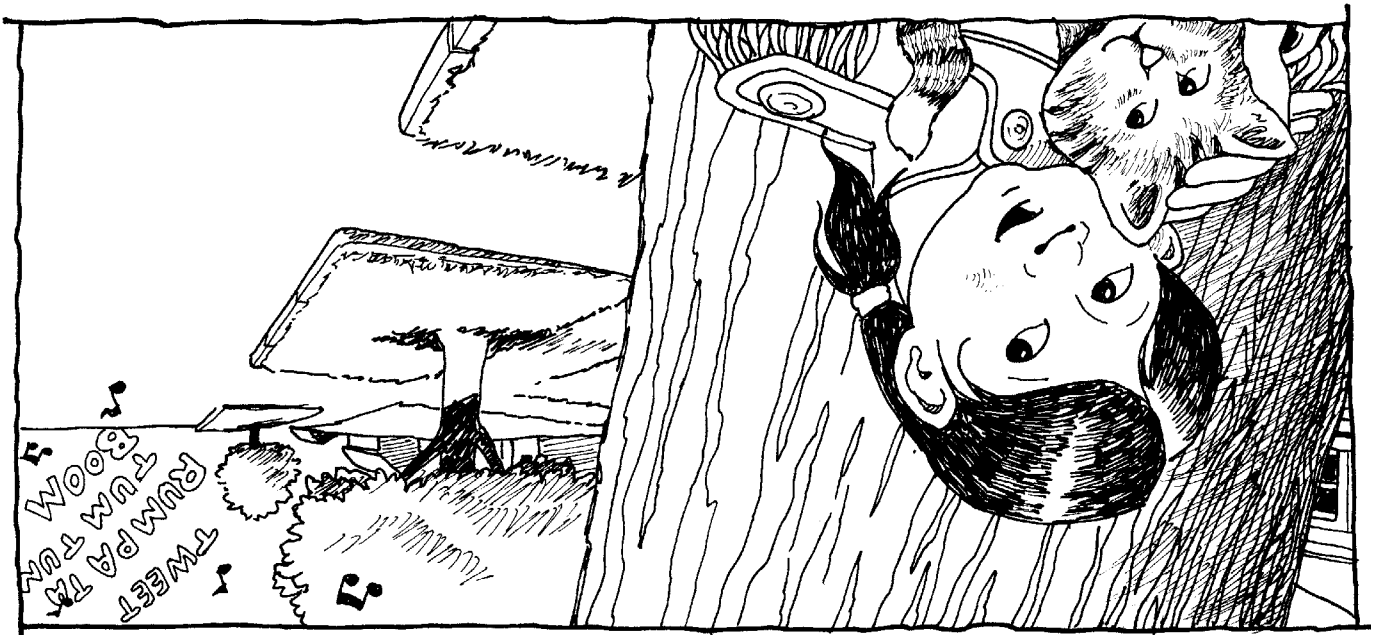


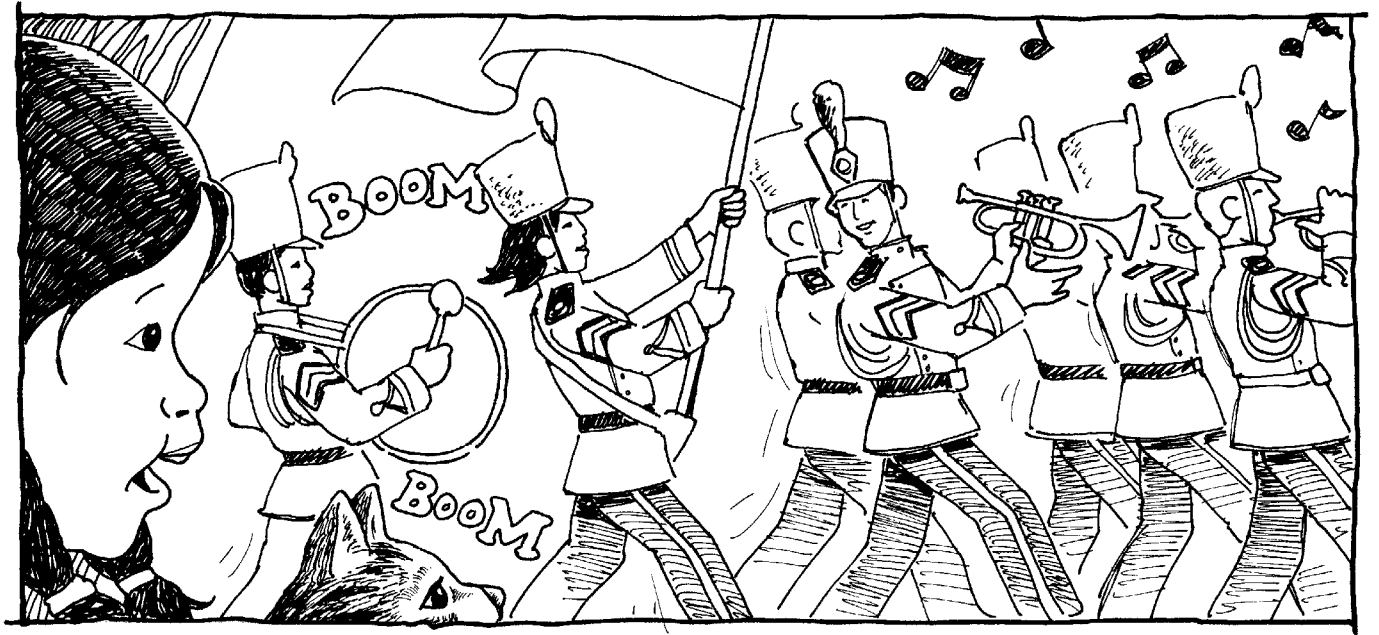
Maddy gets tired from
marching all around.
She stops to rest under a tree.

9

Maddy hears a marching band.
She jumps up to see it come.

10



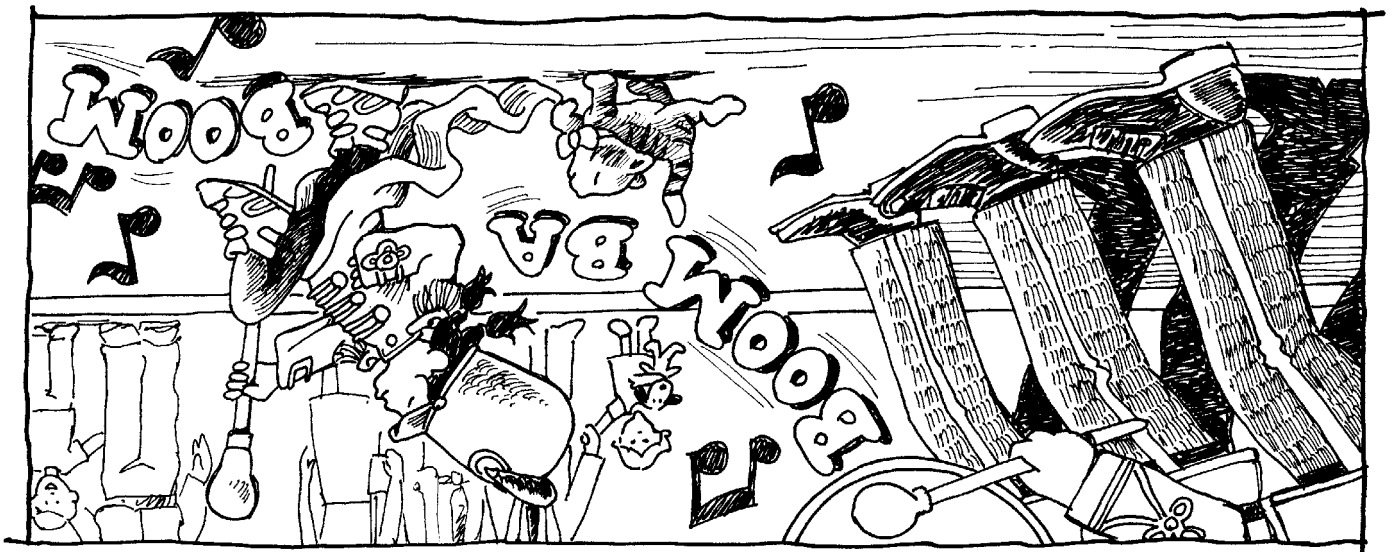


She sees the band leading a parade.
One, two, three, four.

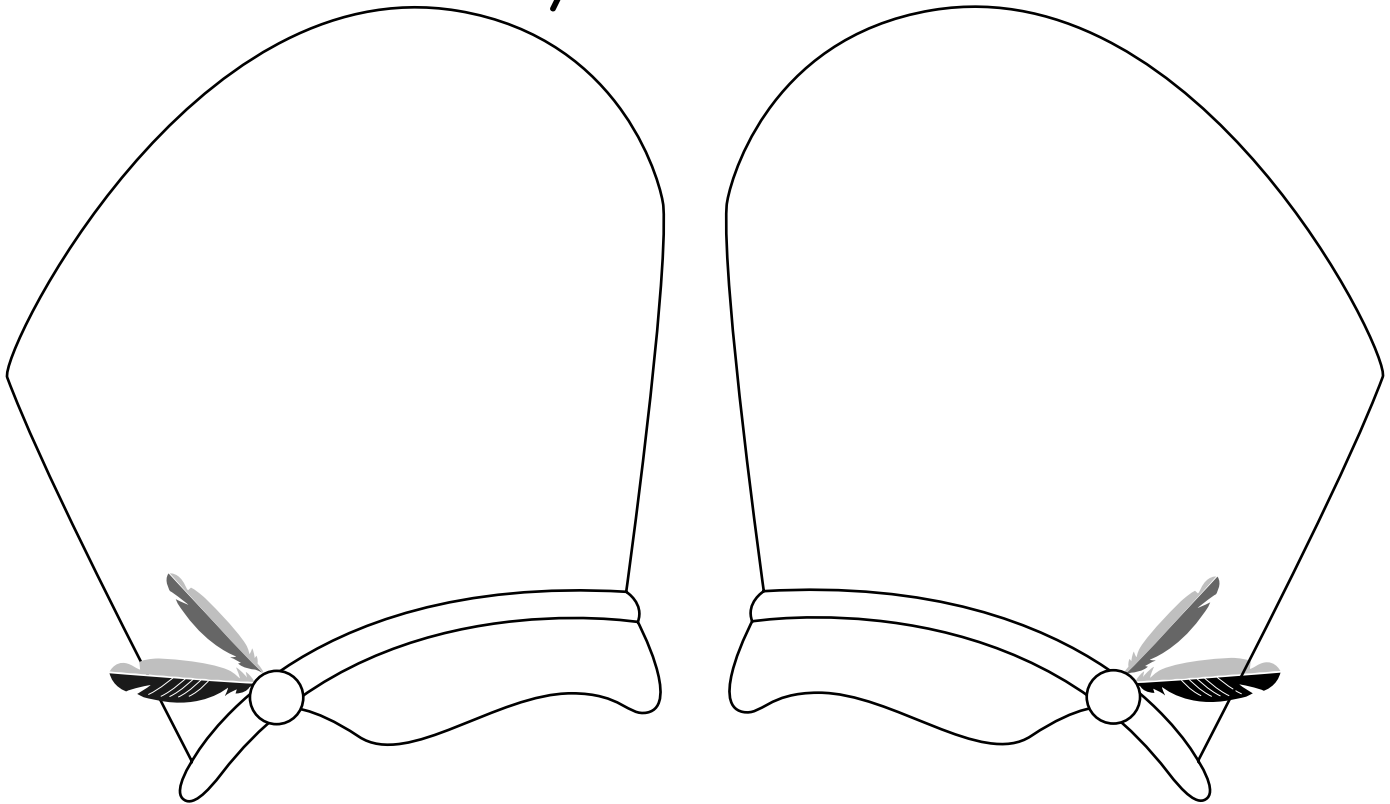
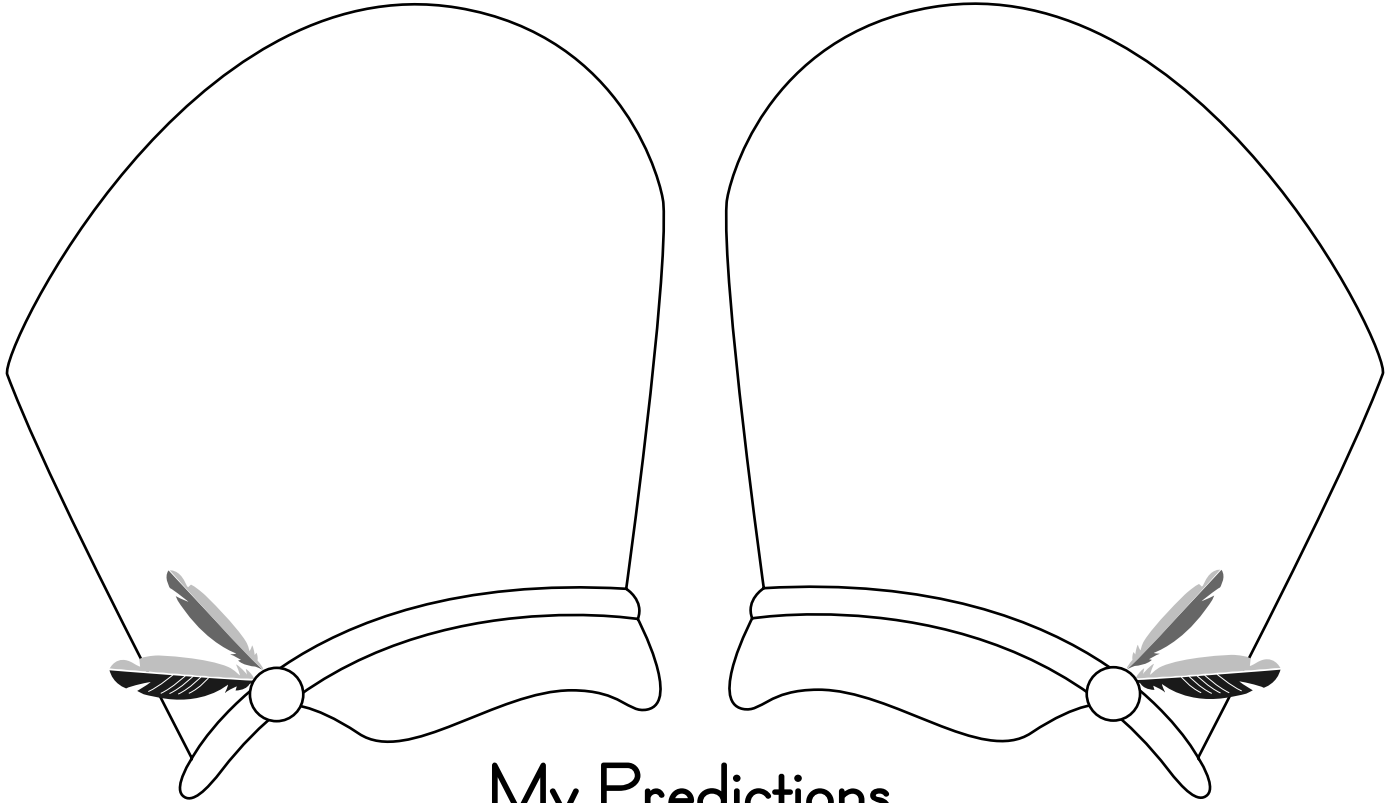
11

Maddy joins the marching band.
She leads the parade.
One, two, three, four.

12



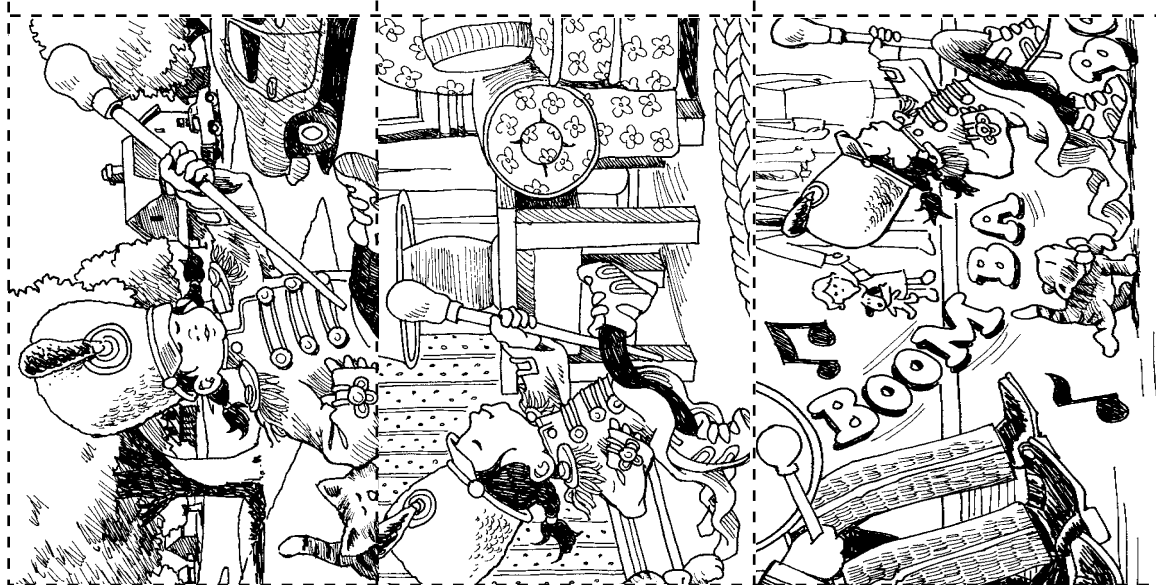
Name _____



Instructions: Have students draw a prediction about the story in each marching hat. If the prediction is confirmed while reading, have them write a check mark in the hat.

Name _____

Scissors icon at the top center of the dashed box.

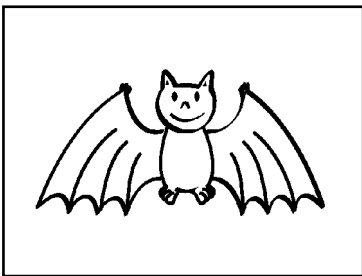
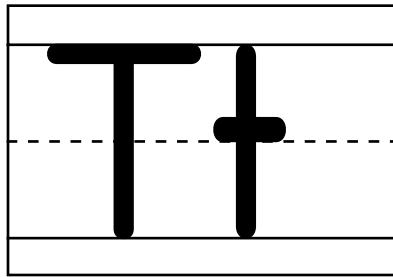


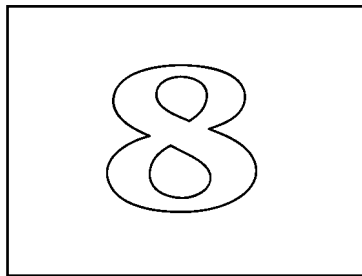
The illustrations are separated by a vertical dashed line, indicating a sequence of events. The left illustration shows a band leader in a top hat and a cat playing a drum. The right illustration shows a band member playing a tuba with the words 'BOOM BA' and musical notes.

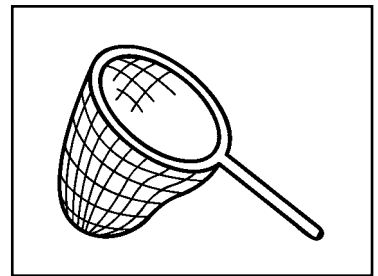
SKILL: SEQUENCE EVENTS

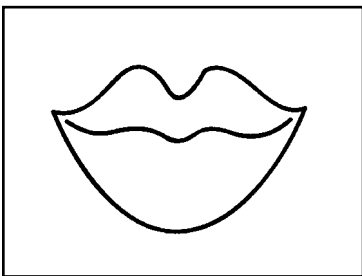
Instructions: Have students cut out the strips and place them in order. Then have them write a description of each event. Remind students that a sequence of events does not include details.

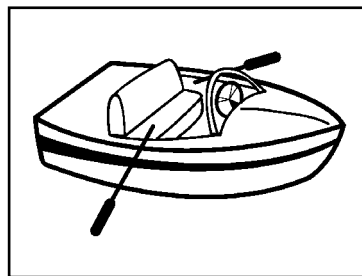
Name _____

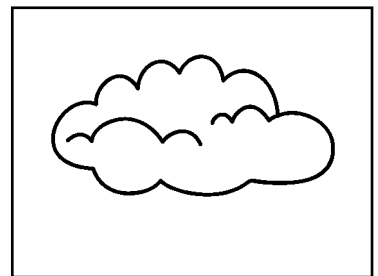












Instructions: Name the pictures with students and have them listen to the sound at the end of each word. Then have them write *Tt* on the line below each picture that has the /t/ sound at the end of the word.

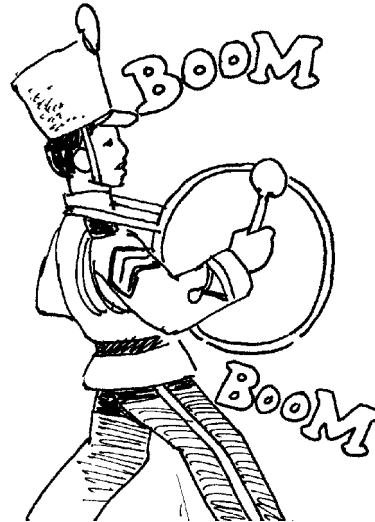
Name _____

1. maddy loves bands.

2. She marches with her friend tom.

3. we see her march.

4. tom waves to us.



Instructions: Read each sentence to students. Have them circle the words in each sentence that need a capital letter. Have students rewrite each of those words with a capital letter on the line. Then ask them to write their own sentence using capital letters in appropriate places.

What's for Dinner?

A Reading A-Z Level E Leveled Reader

Word Count: 133

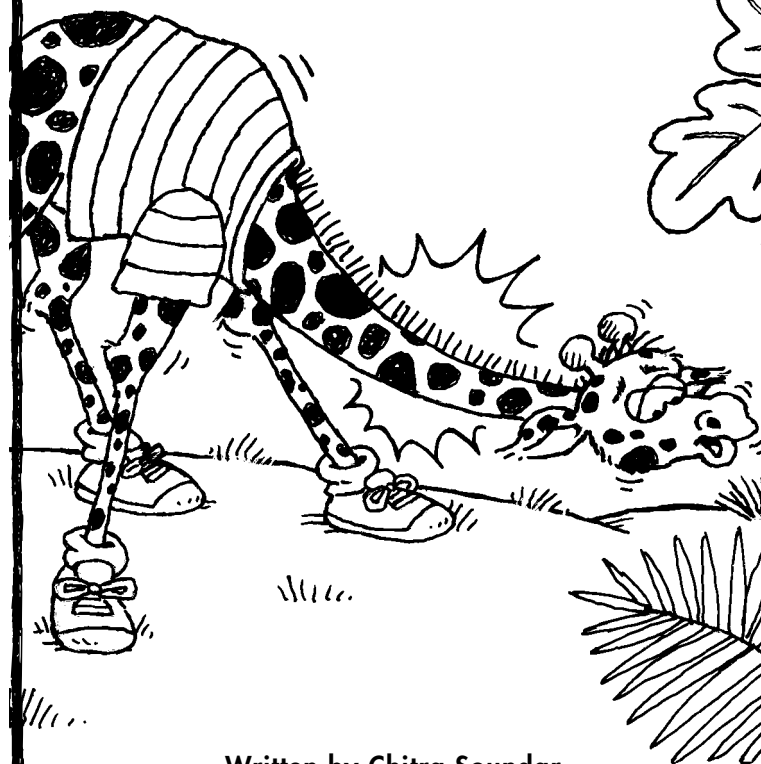



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LEVELED READER • E

What's for Dinner?



Written by Chitra Soundar
Illustrated by Angela Kamstra-Jacobson

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What's for Dinner?



Written by Chitra Soundar
Illustrated by Angela Kamstra-Jacobson

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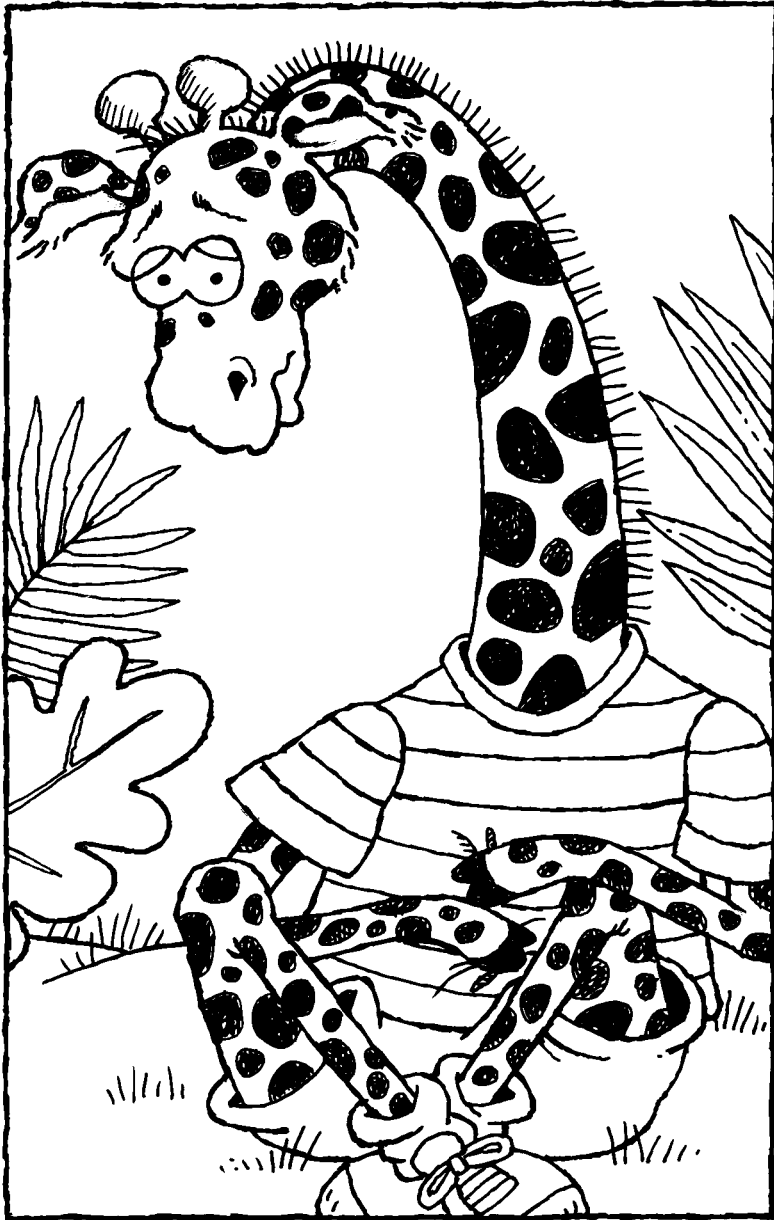
What's for Dinner?
Level E Leveled Reader
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Correlation

LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	6-8



Giraffe was very hungry.

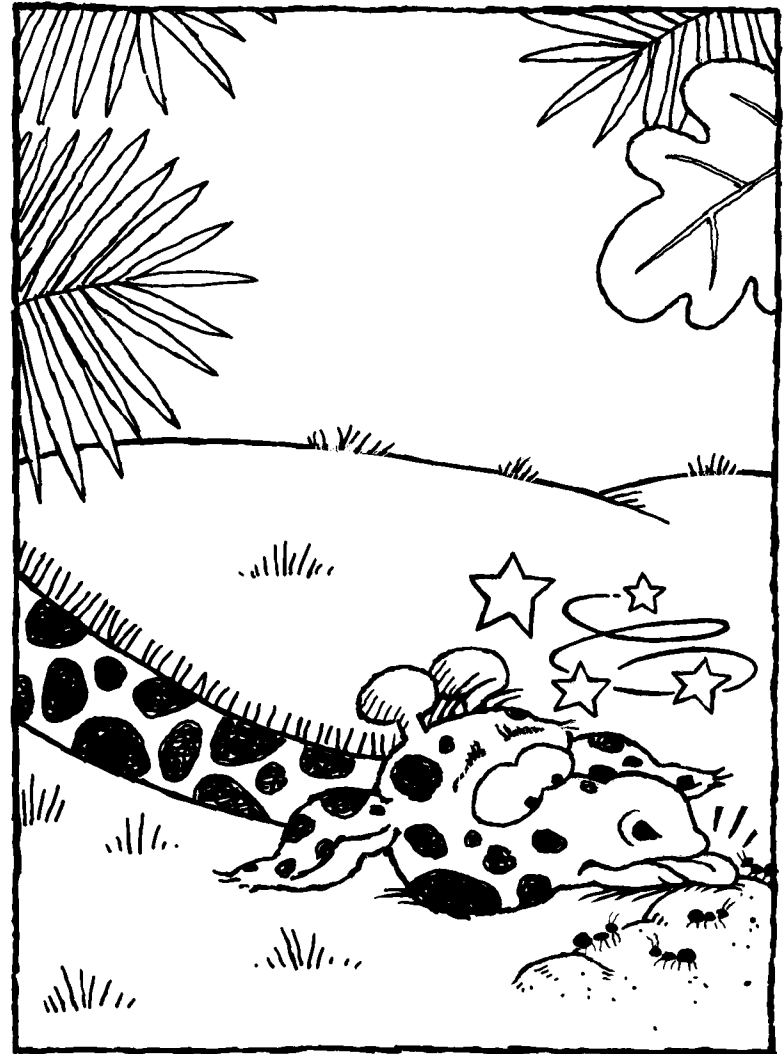


"I don't want to eat leaves,"
he said.

"I always eat leaves."



Giraffe tried eating grass
just like a deer.
But bending down hurt
his neck.



Giraffe tried to eat ants
just like an anteater.
But ants bit his tongue.



Giraffe tried eating honey
just like a bear.
But bees stung his nose.



Giraffe tried to eat fish
just like an otter.
But he fell in the water
and got very wet.



Giraffe tried eating bugs
just like a frog.
But his tongue was not
fast enough.



Giraffe tried to eat seeds
just like a bird.
But his lips were too big
to pick up the seeds.



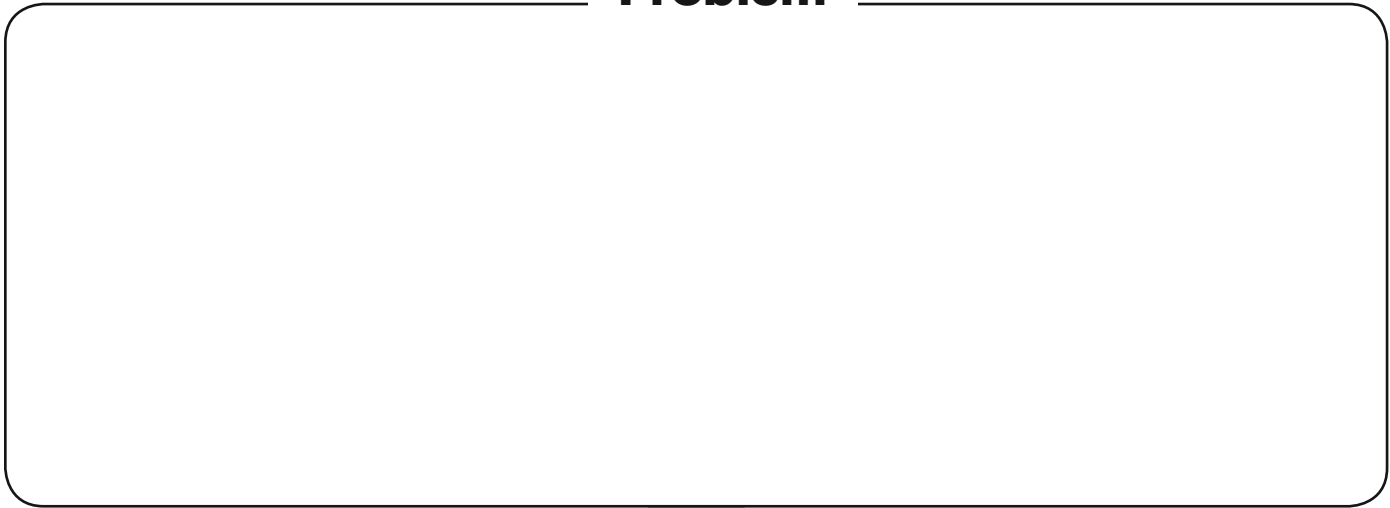
Giraffe was still hungry.
He bit into the green leaves
hanging from the tree.



"Delicious," he said.
"Leaves are the best food."

Name _____

Problem



WHAT'S FOR DINNER? • LEVEL E • 1

Possible Solutions

	
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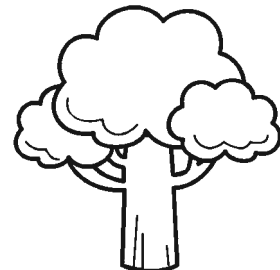
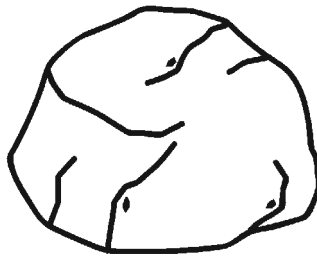
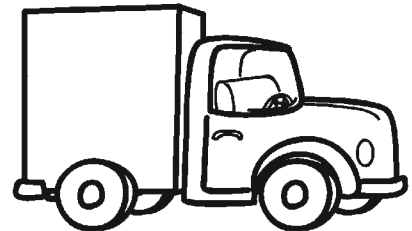
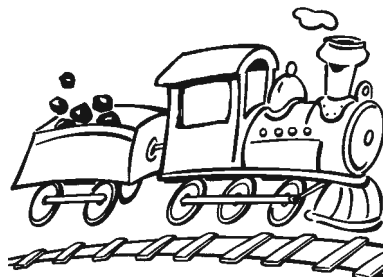
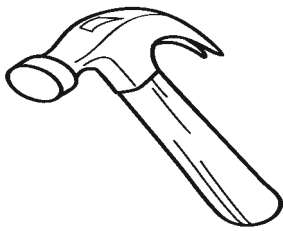
Solution



SKILL: PROBLEM AND SOLUTION

INSTRUCTIONS: Have students draw the problem, two possible solutions, and the solution from the story *What's for Dinner?* Encourage them to label their drawings.

Name _____

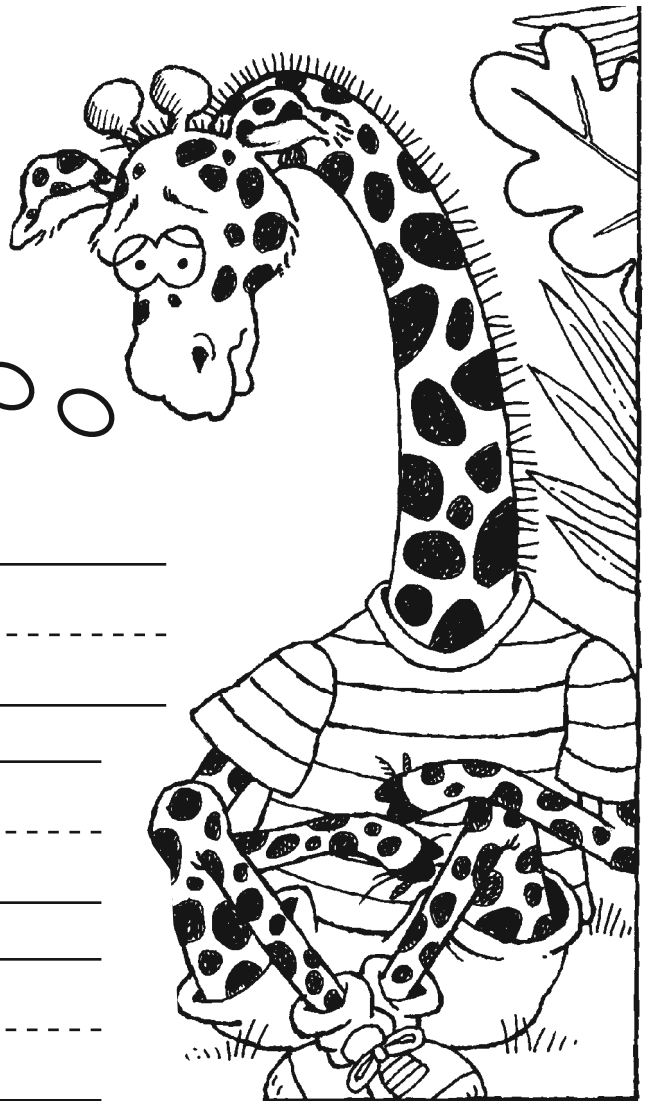


INSTRUCTIONS: Have students cut out the pictures with that begin with the /tr/ sound and glue them in the boxes above. Have them write the *tr* letter combination next to each picture.

Name _____

1. Giraffe said, "I am hungry."
2. "I always eat leaves," he said.
3. "I will try to eat honey," said Giraffe.
4. Giraffe said, "I love leaves."

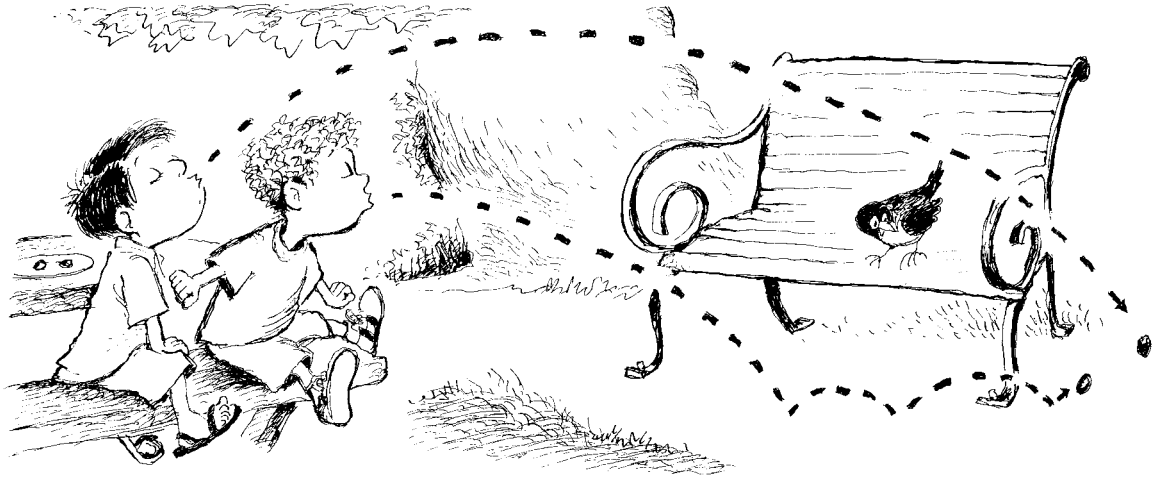
**What else
could I say?**



INSTRUCTIONS: Read the sentences aloud with students. Have them circle the quotation marks in each sentence. Then have students use quotation marks to write something else Giraffe could say.

LEVELED READER • E

The Contest

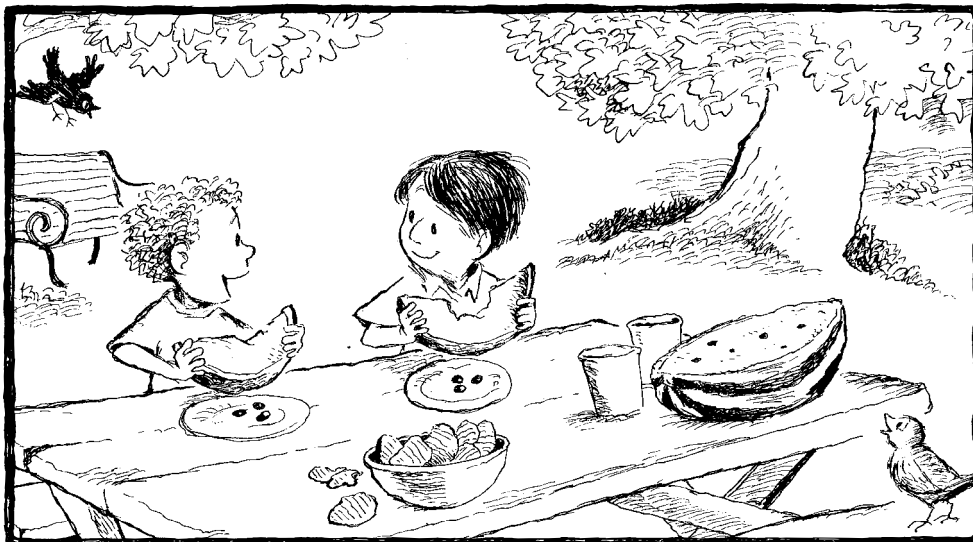


Written by Pam Bull • Illustrated by R. W. Alley

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The Contest

A Reading A-Z Level E Leveled Reader • Word Count: 107



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The Contest



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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

LEVEL E
Correlation

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Level E leveled Reader
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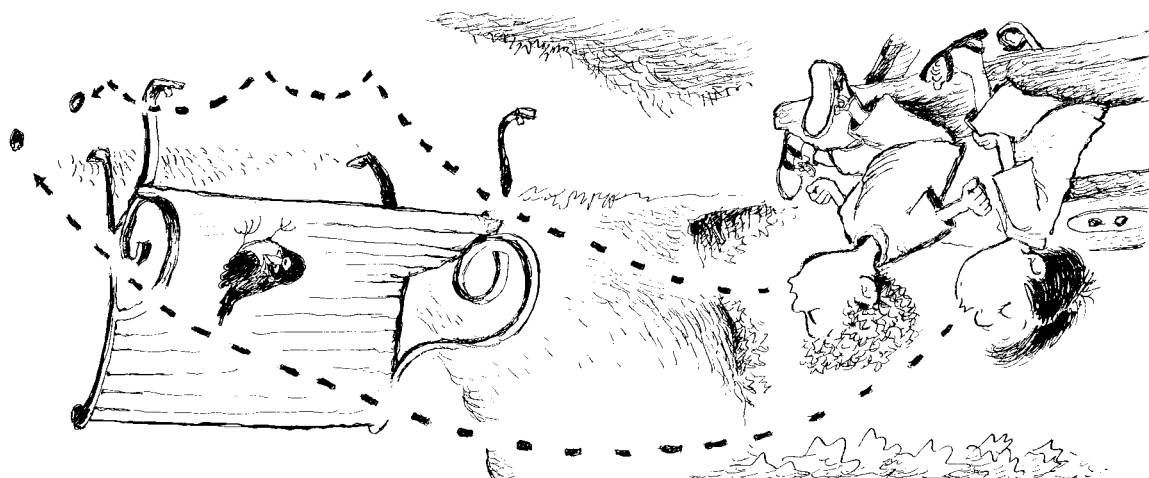


"Let's have a contest,"
said Andy to Jay.

3

"I can spit my seed the farthest,"
said Andy.
"No, mine will go farther," said Jay.

4



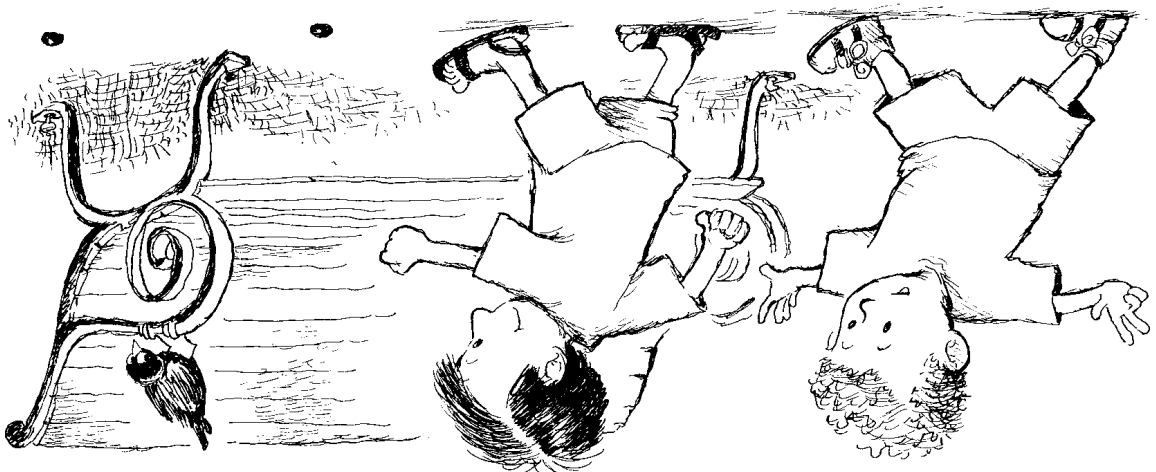


Andy spit his seed next to the bench.
Jay's seed went past the bench.

5

Andy's seed went
four steps away,
and Jay's went five.

6



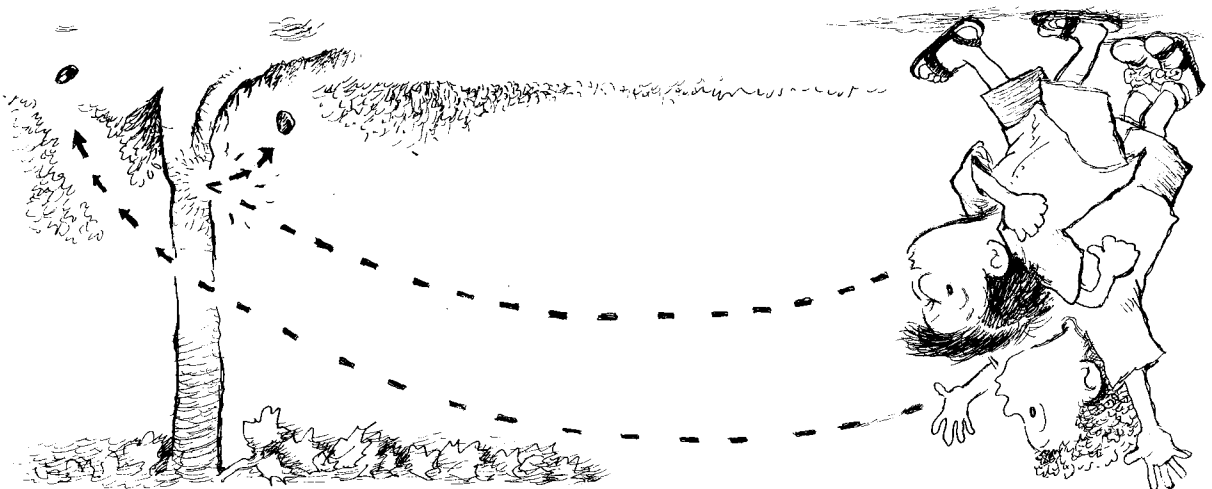


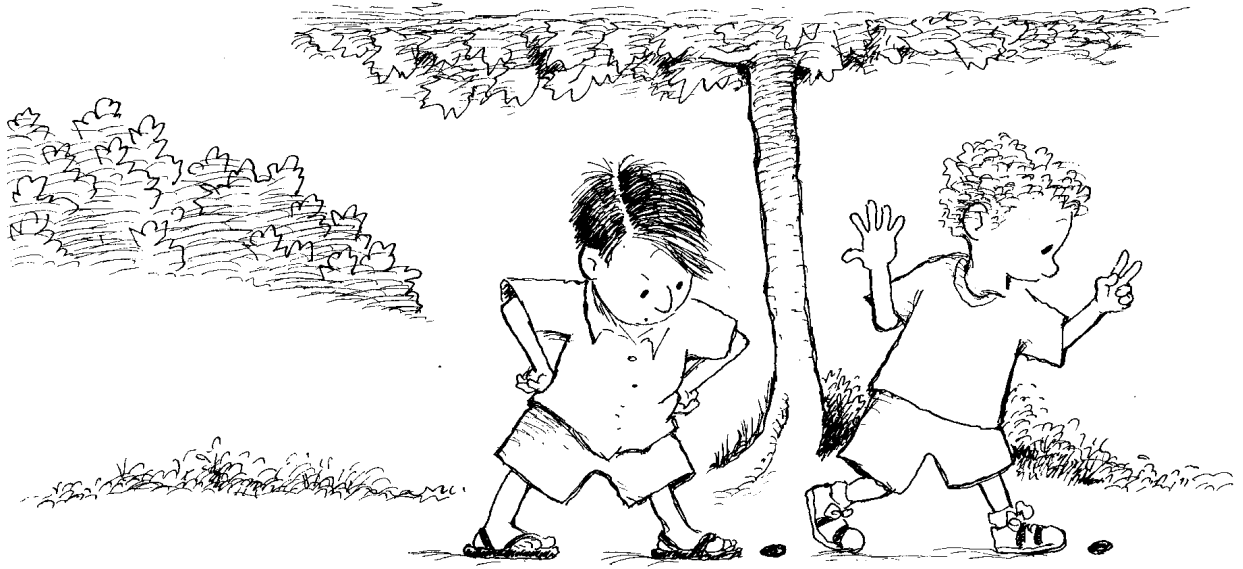
Jay's seed went one step farther than Andy's.

7

Andy spit his seed
past the tree,
and Jay's seed hit the tree.

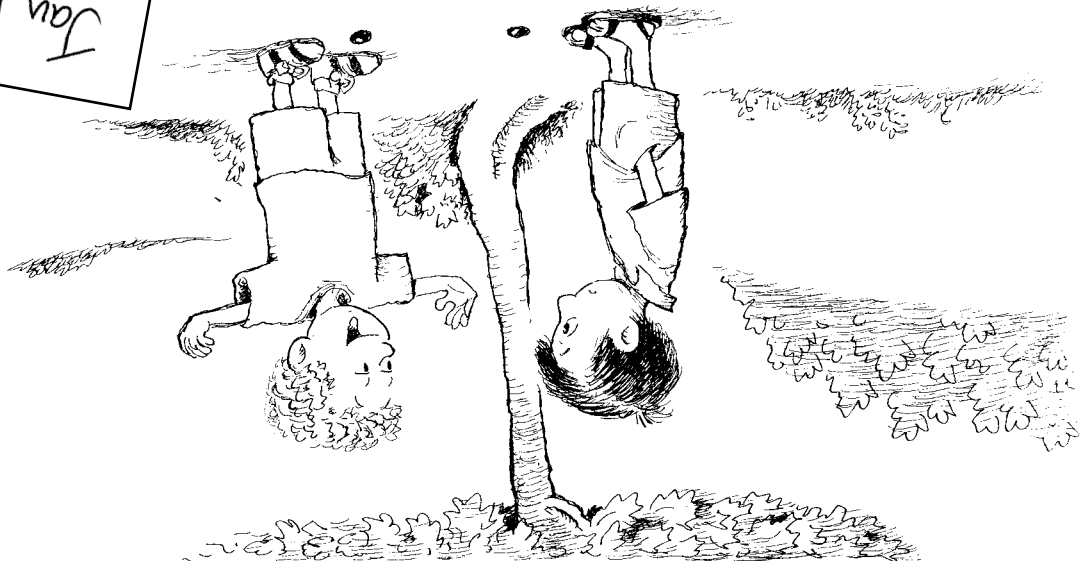
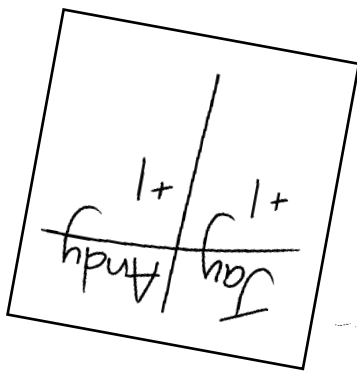
8





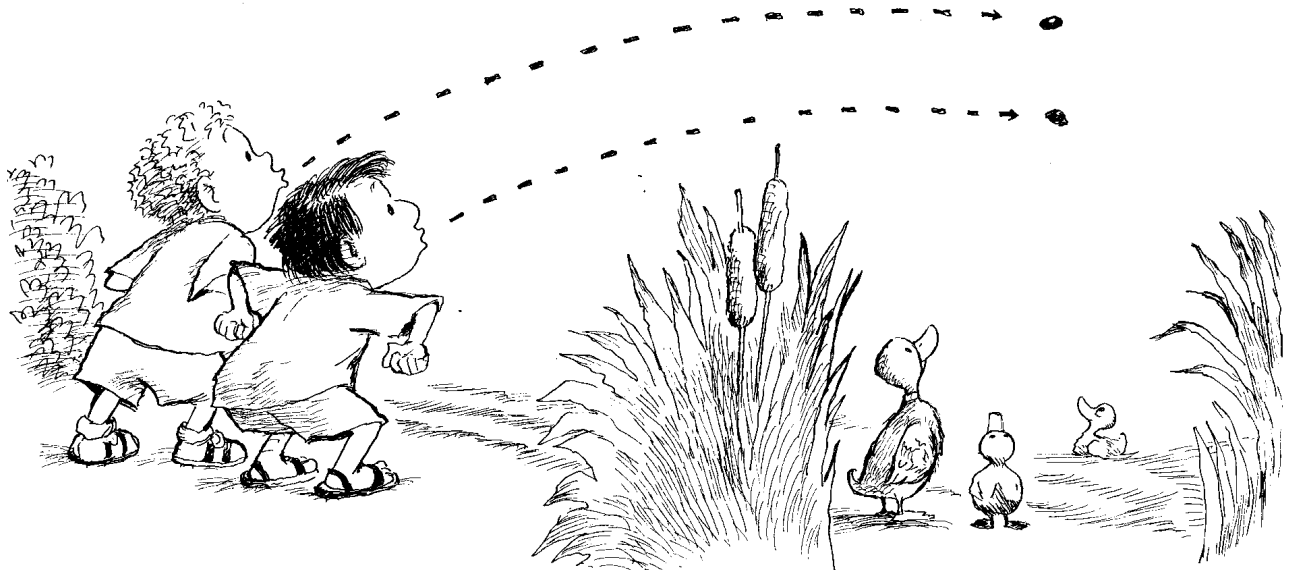
Andy's seed went seven steps away,
and Jay's went six.

9



Andy's seed went one step
farther than Jay's.

10

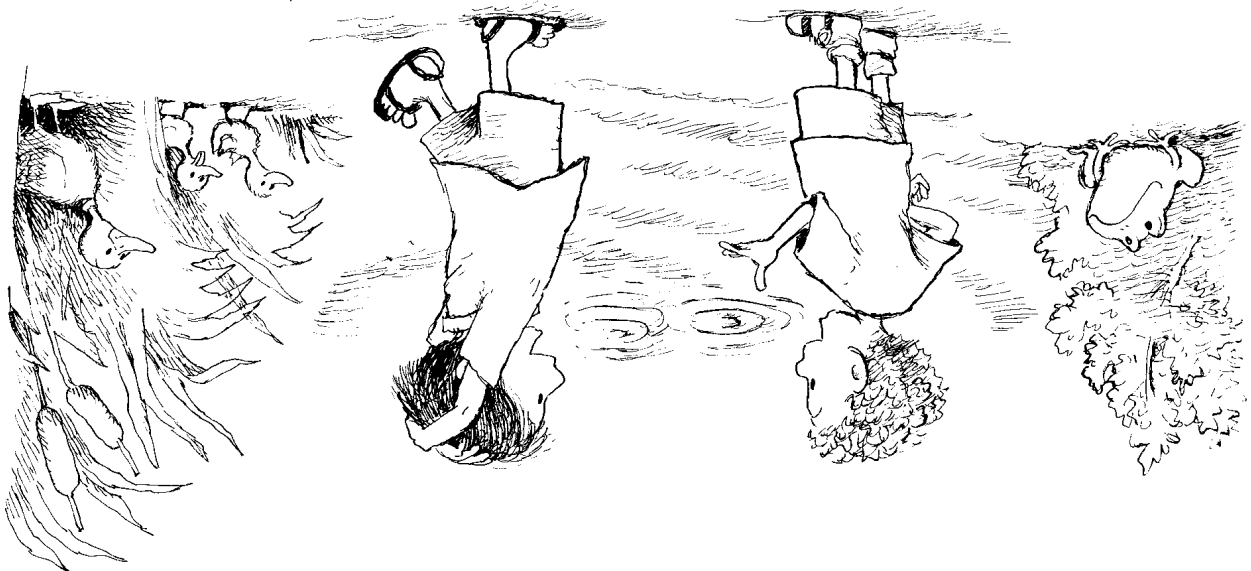


"We both won," said Andy.
 "Now we have to break the tie."

11

"Oh no, now what?"
 said Jay to Andy.

12



Name _____



My Prediction



My Prediction

THE CONTEST • LEVEL E • 1



My Prediction



My Prediction

SKILL: PREDICTION

INSTRUCTIONS: Have students draw and label their predictions. They can include a check mark next to the prediction if it is confirmed.

Name _____



THE CONTEST • LEVEL E • 2





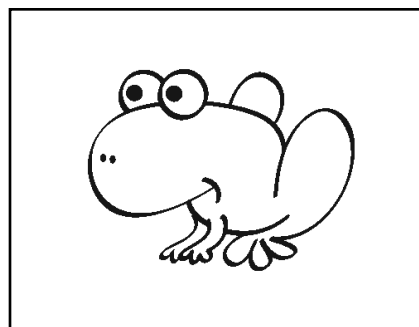
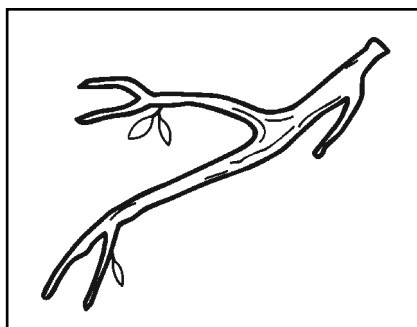
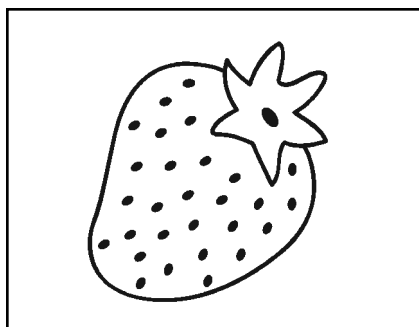
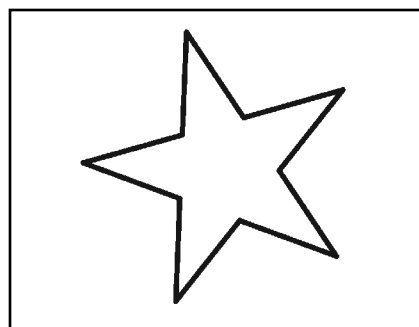
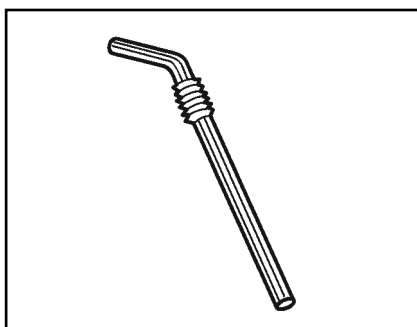
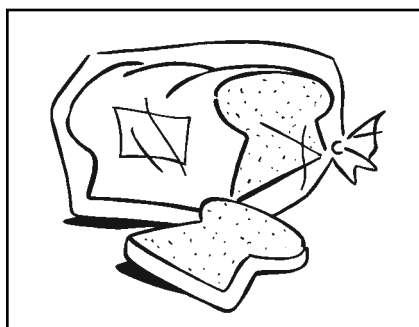
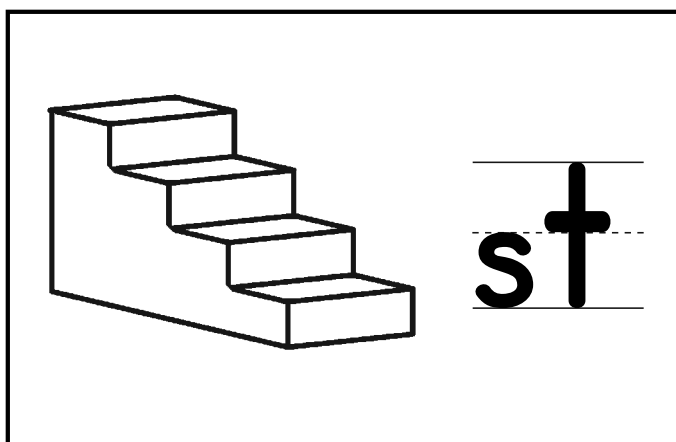


SKILL: SEQUENCE EVENTS



INSTRUCTIONS: Have students cut out and sequence the main events from the story. Then have them write a sentence about each event.

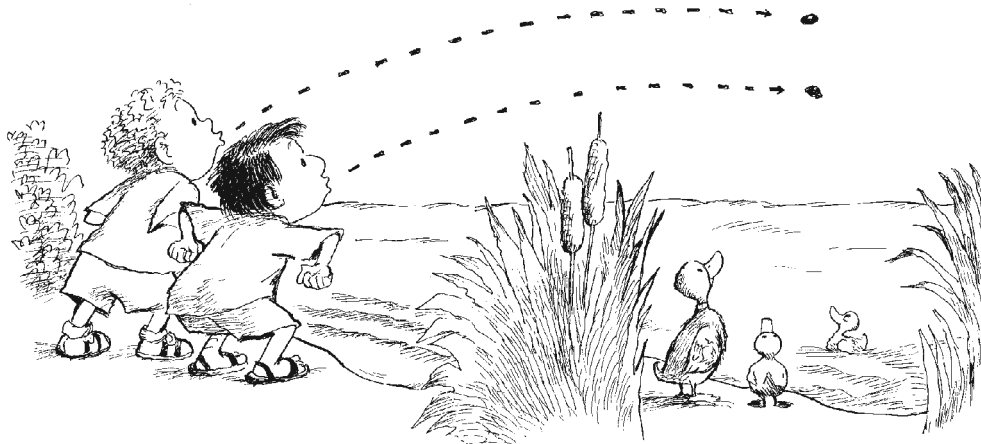
Name _____



INSTRUCTIONS: Say the names of the pictures with students. Have them write the *st* letter combination under the pictures that begin with the /st/ sound.

Name _____

1. "We will have a contest," said Andy.
2. "His seed went the farthest," they said.
3. Jay said, "My seed will go farther."
4. Andy said, "I spit my seed past the tree."



INSTRUCTIONS: Read the sentences with students. Have them circle the quotation marks in each sentence and underline who is speaking. Then have students write a sentence using quotation marks.

Making Pizza

A Reading A-Z Level E Leveled Reader

Word Count: 93




Reading a-z

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LEVELED READER • E

Making Pizza



Written by Rebecca Sandies

www.readinga-z.com

Making Pizza



Photo Credits:

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French Bread Pizza

You need:

½ jar pizza sauce (6–7 oz.)

½ loaf French bread, sliced lengthwise

¾ cup pepperoni

1 cup shredded mozzarella cheese

To Make:

1. Spoon sauce over bread.
2. Sprinkle cheese over sauce.
3. Top with pepperoni slices.
4. Bake at 425 degrees Fahrenheit for 20 minutes, or until heated through.

Written by Rebecca Sandies

www.readinga-z.com

Making Pizza
Level E Leveled Reader
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Correlation

LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7–8
DRA	6–8



I am making pizza.
You can, too.



Make it flat like this.
Make it round like this.



Toss it up like this.
But don't toss it up too high.

5



Oh, no!
That's too high.
Plop!

6



Let's try again.
We can use this bread.



Let's spread sauce on it.
But don't put too much sauce
on it.



Do not forget the cheese.
We need cheese.



We need pepperoni, too.
Let's put it on top.

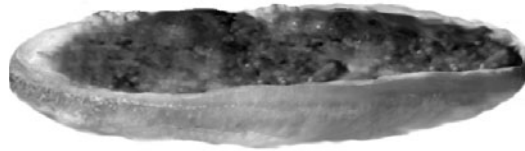
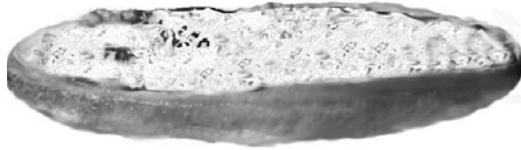


Mom puts the
pizza in the oven.
The pizza cooks.
Mom takes the pizza out.



I made pizza!
You can, too.

Name _____



Put on the sauce.

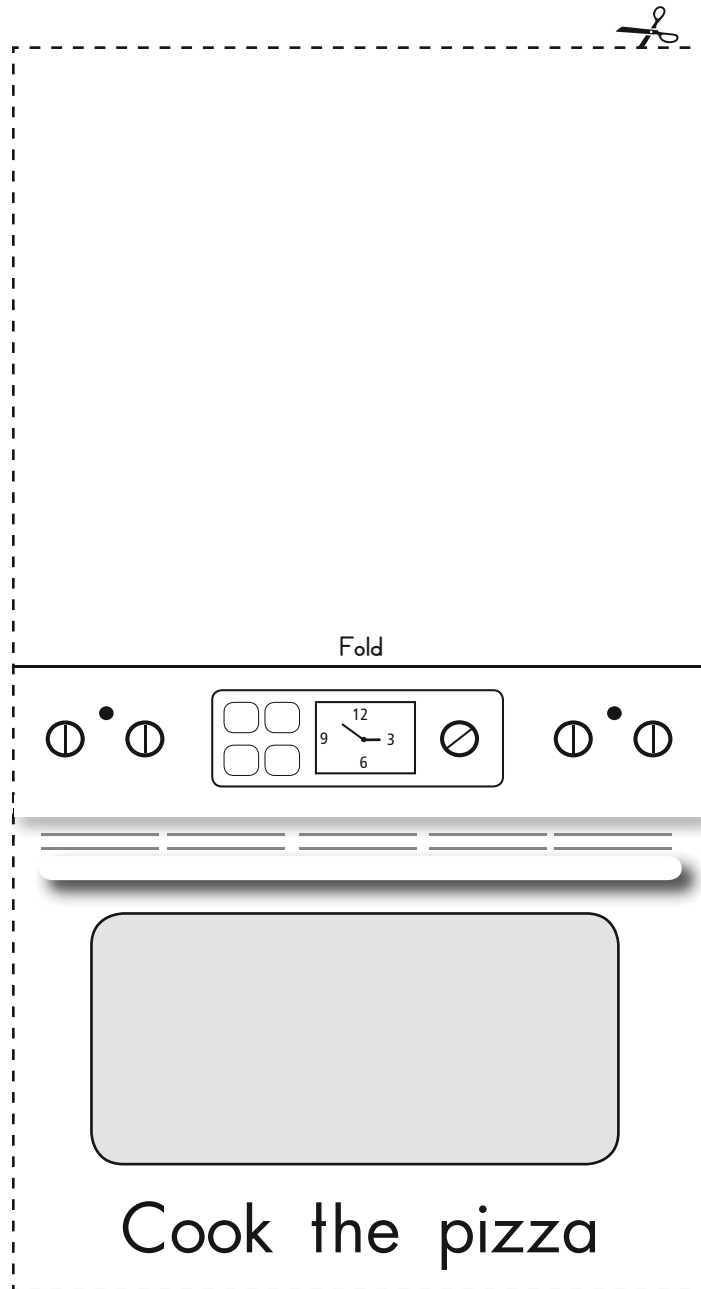
Put on the cheese.

Put on the pepperoni.

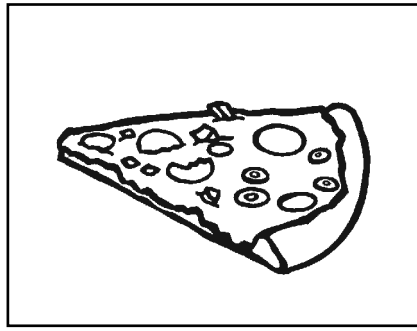
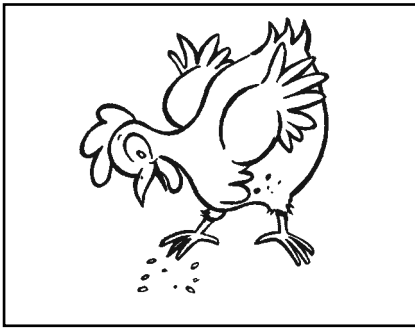
Get out the bread.

INSTRUCTIONS: Have students cut out the pictures and sentences on both pages. Then ask students to paste the sentences on the appropriate picture. Have them use the pictures to tell how to make a pizza in the correct order. The last step should be placing the pizza pages in the oven.

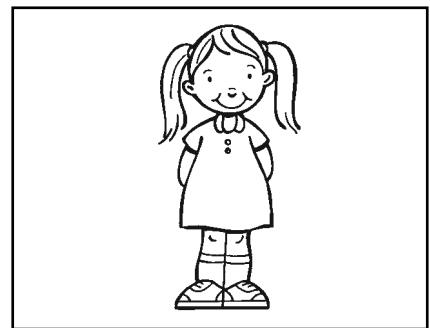
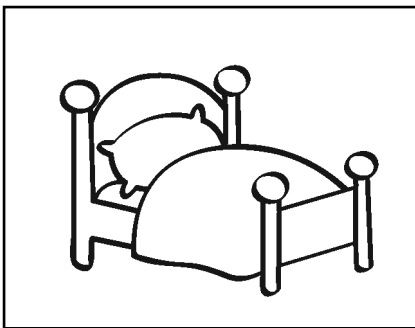
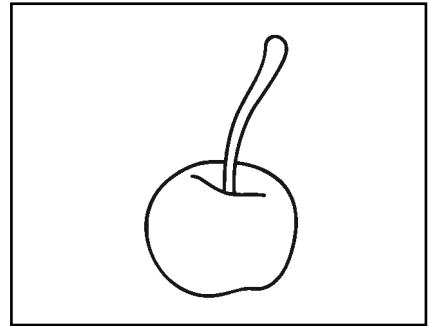
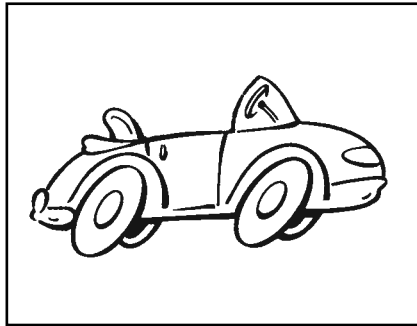
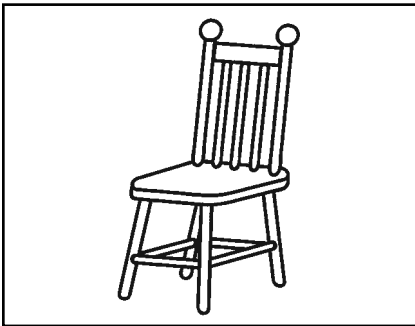
Name _____



Name _____



MAKING PIZZA • LEVEL E • 2



SKILL: INITIAL CONSONANT DIGRAPH CH

INSTRUCTIONS: Identify the name of each picture with students. Have them write the consonant digraph *ch* under the pictures that begin with the /ch/ sound.

Name _____

1. I love to eat pizza _____

2. Oh, no, the bread fell _____

3. We need cheese _____

4. We need sauce _____

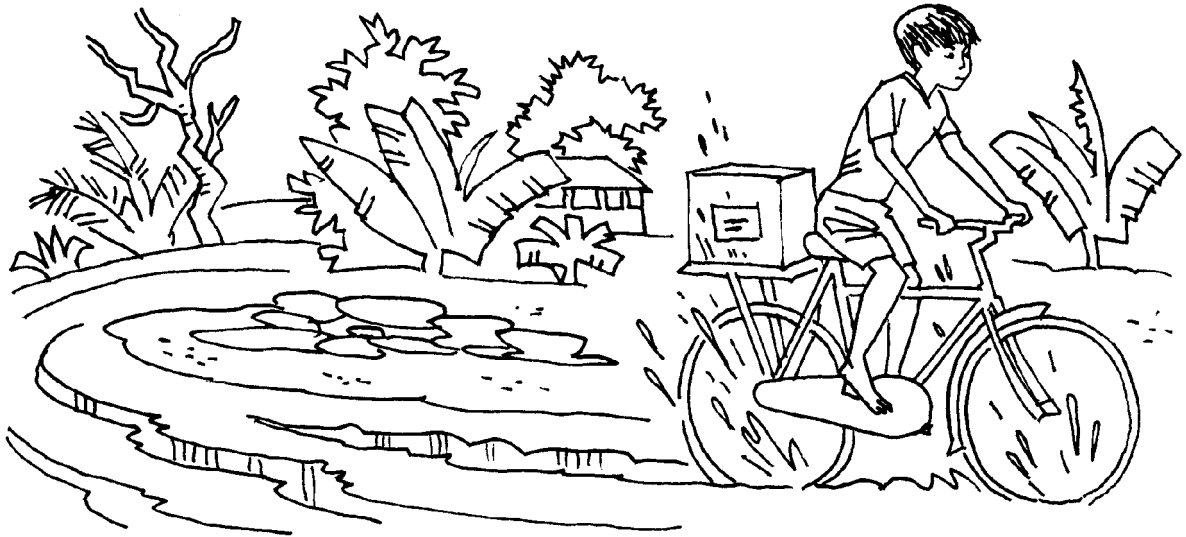
5. Pizza is the best food _____



INSTRUCTIONS: Read each sentence with students. Have students place either a period or an exclamation mark at the end of each sentence. Then have them read the sentences to a partner using the punctuation they chose. Encourage them to write an original sentence using an exclamation mark on the lines provided.

LEVELED READER • E

What Is in the Box?



Written by Allie Sullivan • Illustrated by Allan Eitzen

www.readinga-z.com

What Is in the Box?

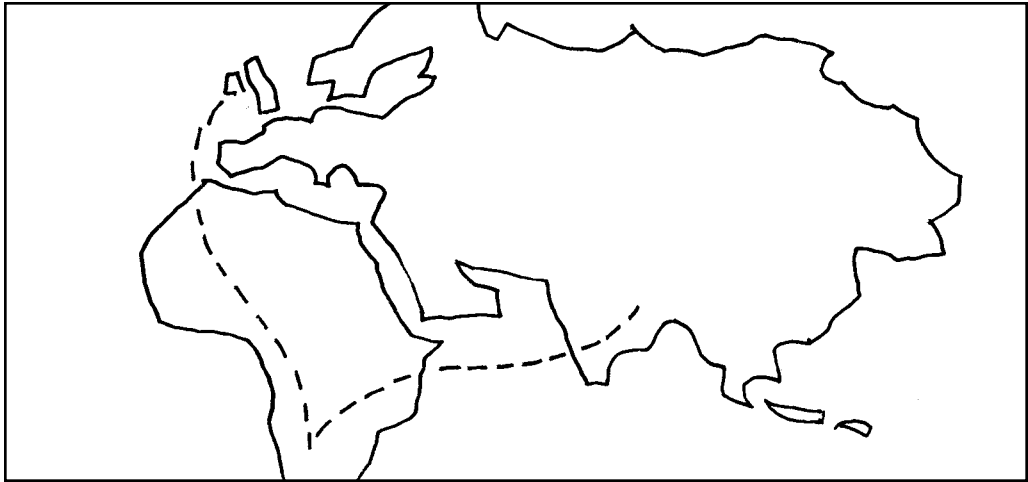
A Reading A-Z Level E Leveled Reader • Word Count: 121



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What Is in the Box?



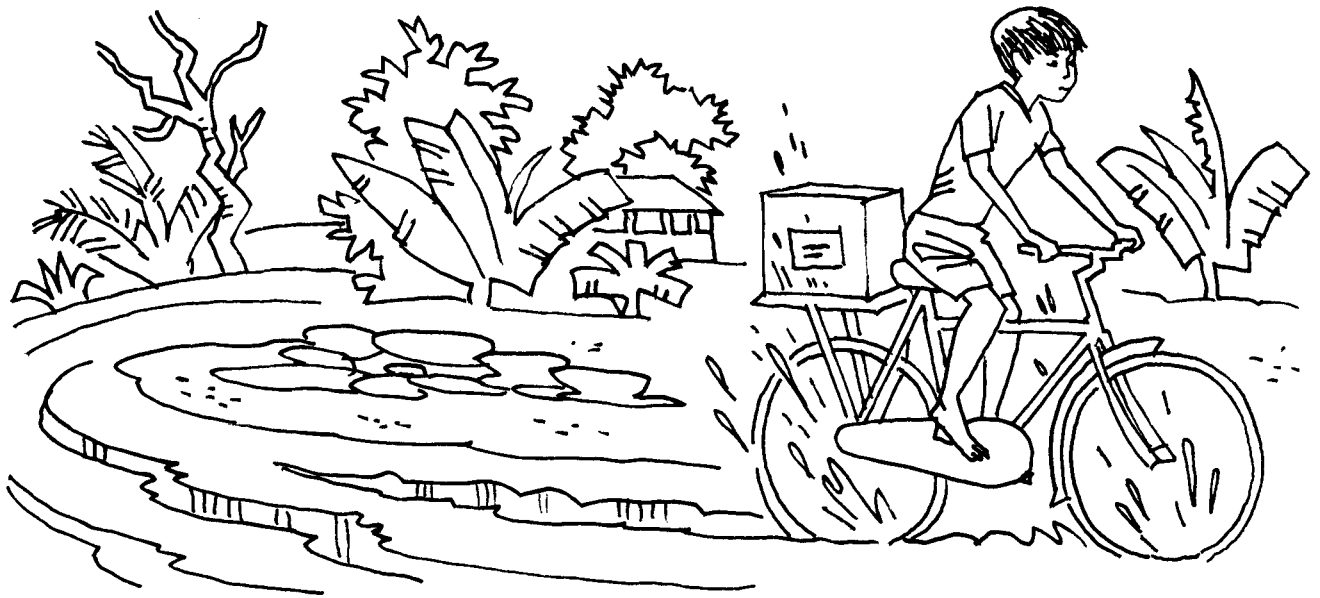
Written by Allie Sullivan
Illustrated by Allan Eitzen

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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

LEVEL E
Correlation

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Level E leveled Reader
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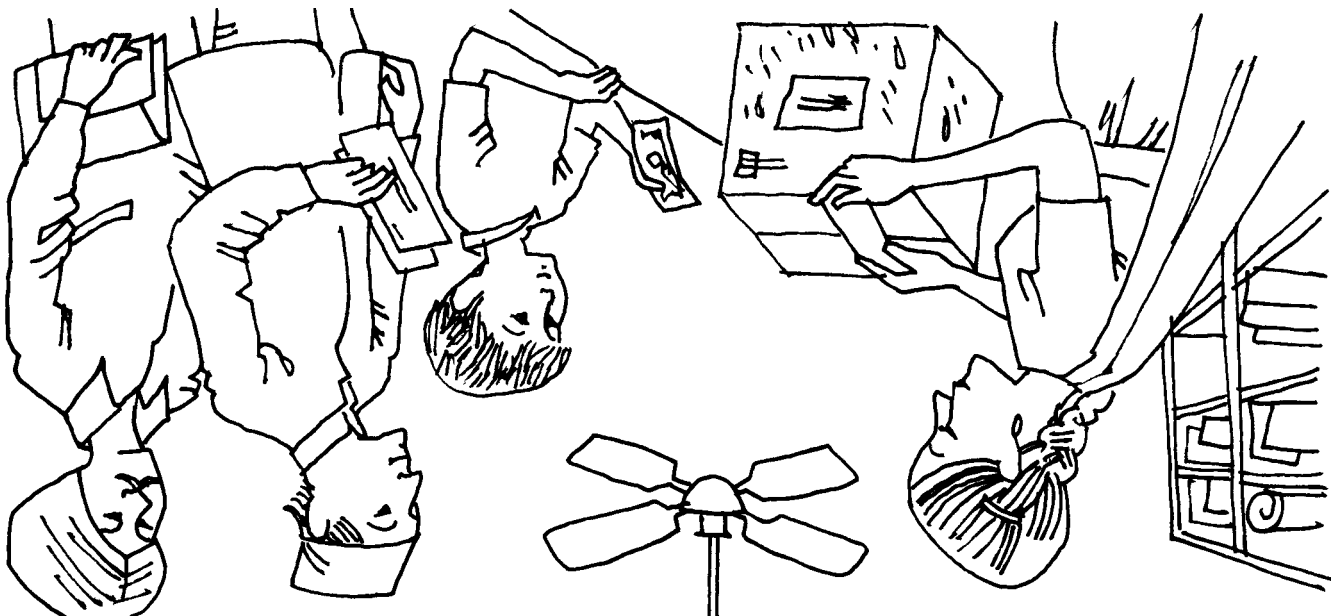


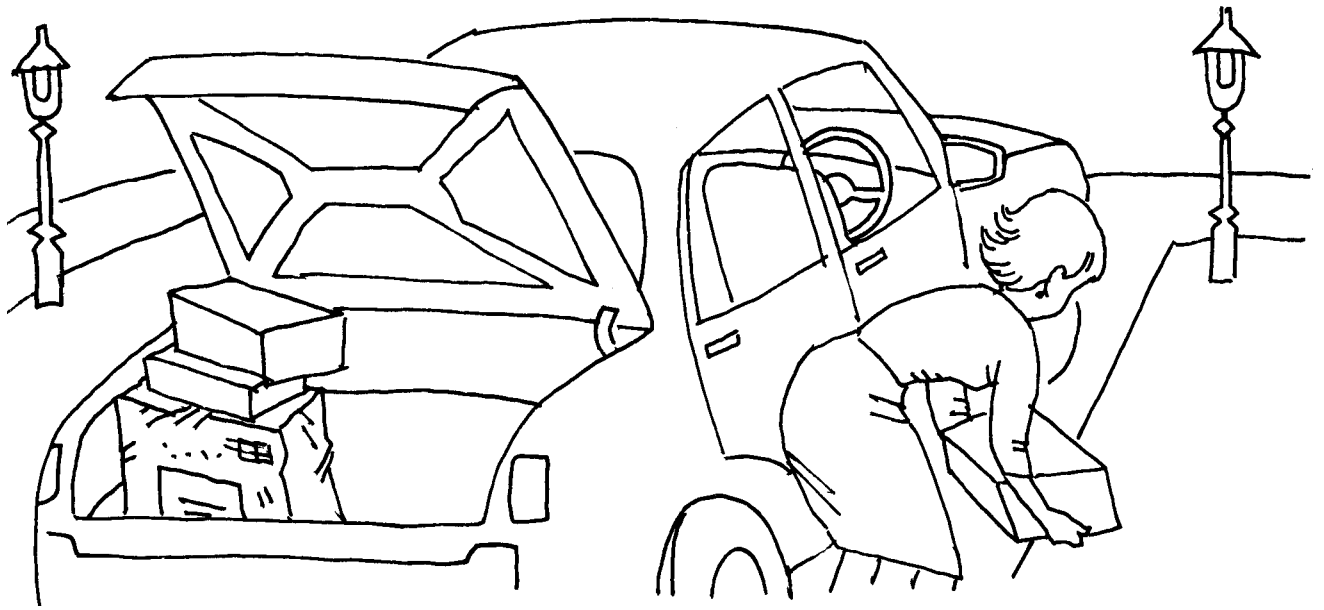
What is in the box?
The box is big and brown.

3

The big brown box goes in the mail.
The box gets stamped.

4



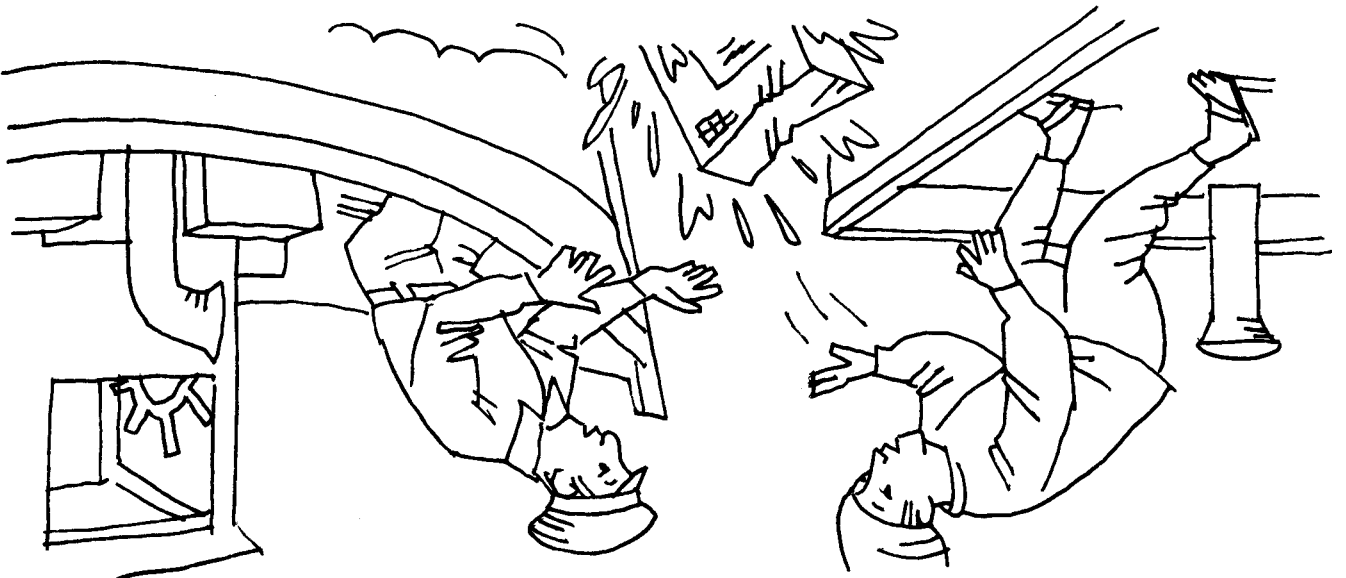


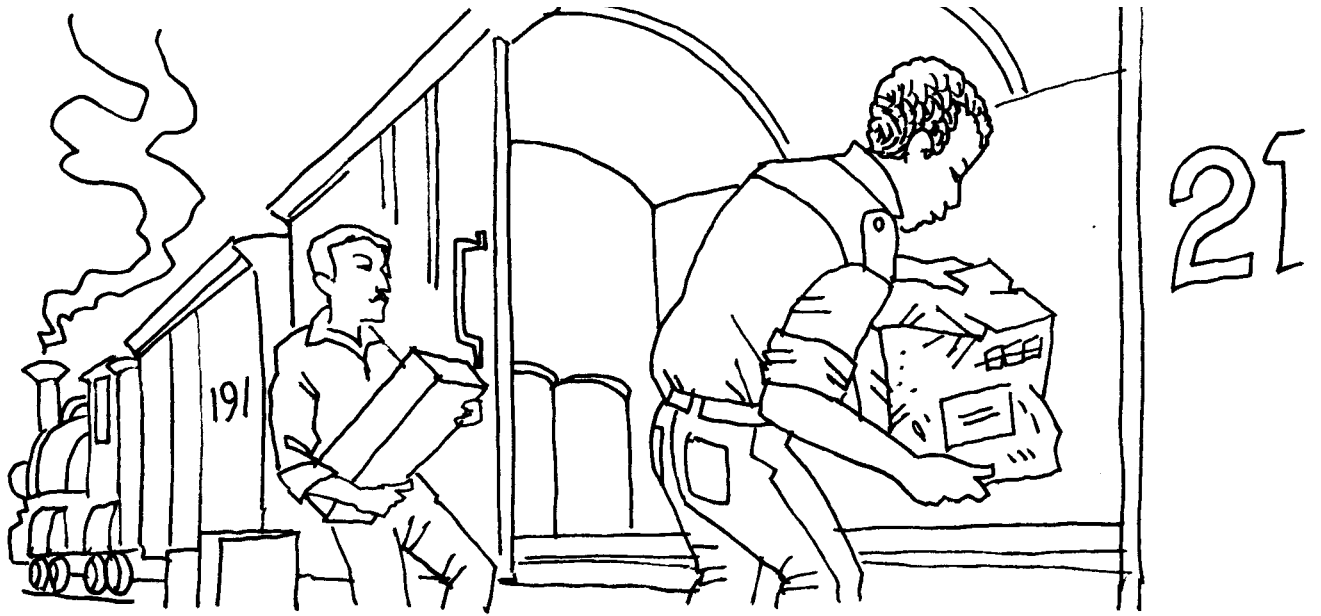
The big brown box goes in the car.
The box gets smashed.

5

The big brown box goes on the boat.
The box gets wet.

6



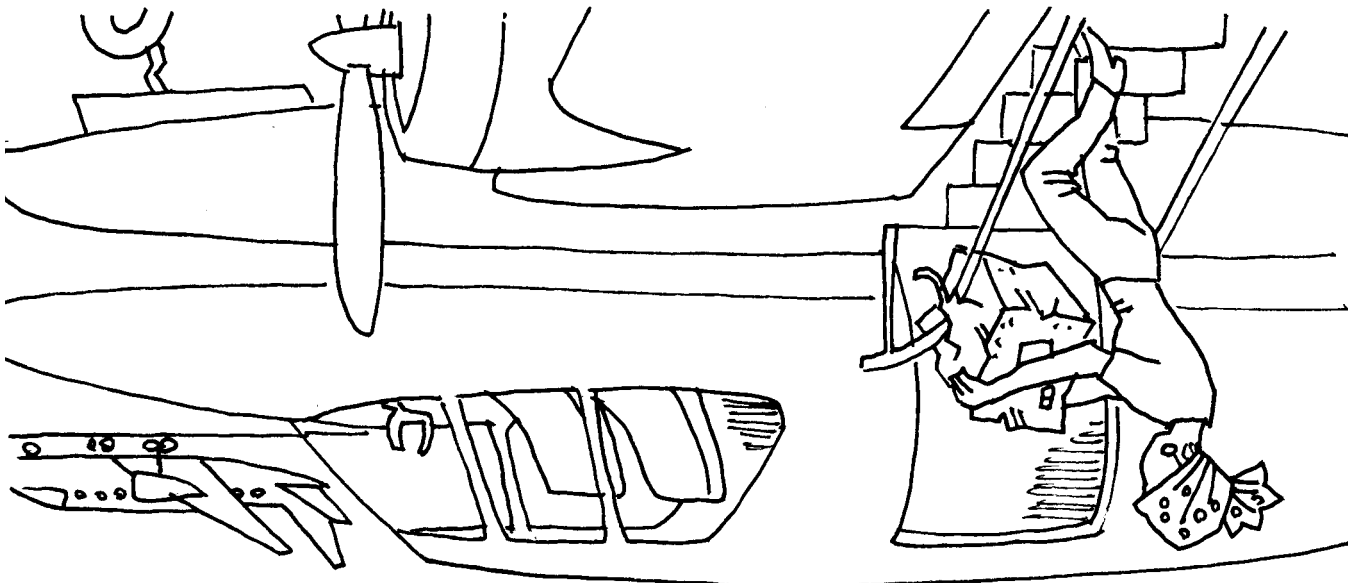


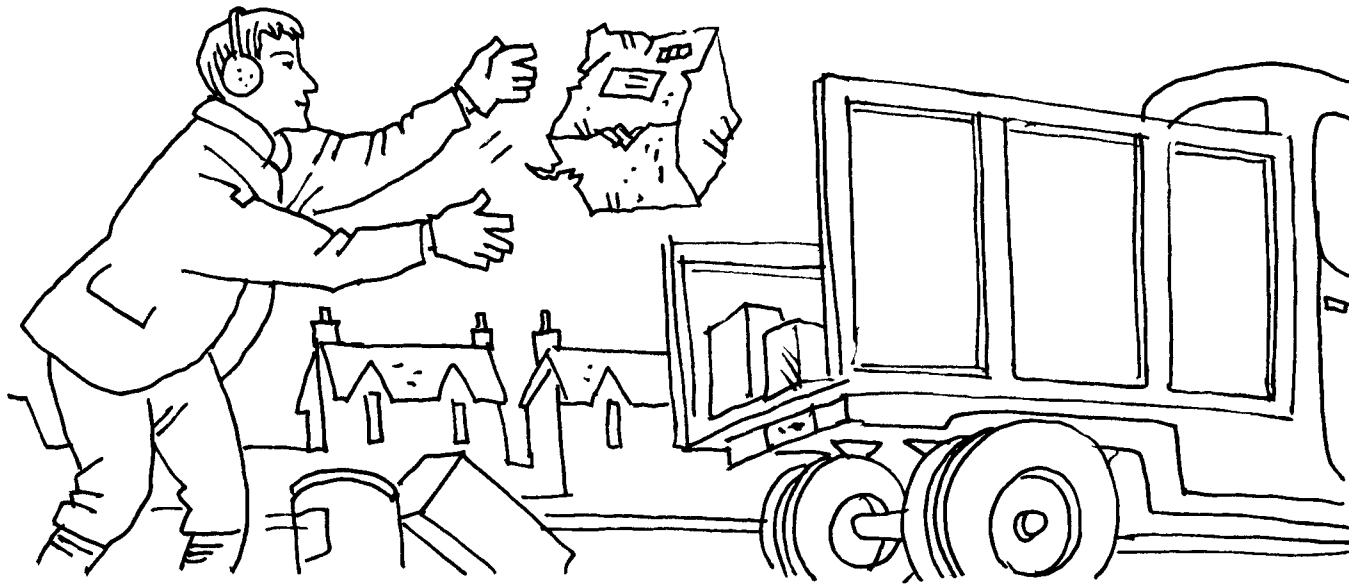
The big brown box goes on the train.
The box gets placed.

7

The big brown box goes on the plane.
The box gets torn.

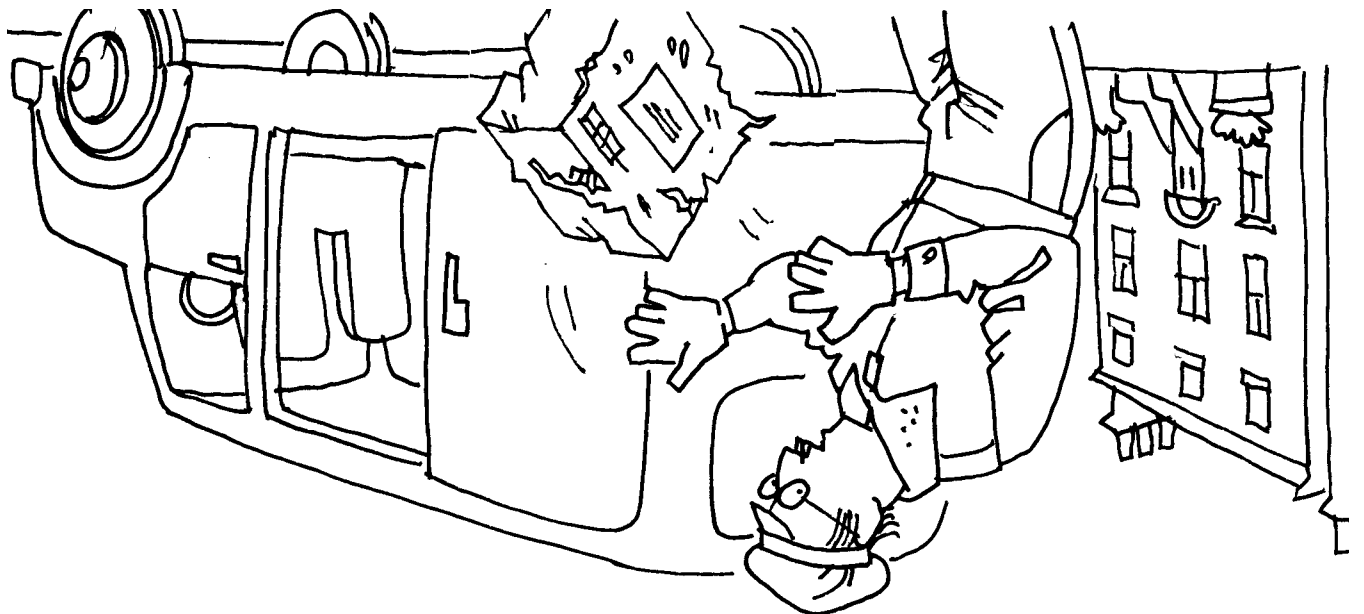
8





The big brown box goes in the truck.
The box gets tossed.

9



The big brown box goes in the van.
The box gets dropped.

10

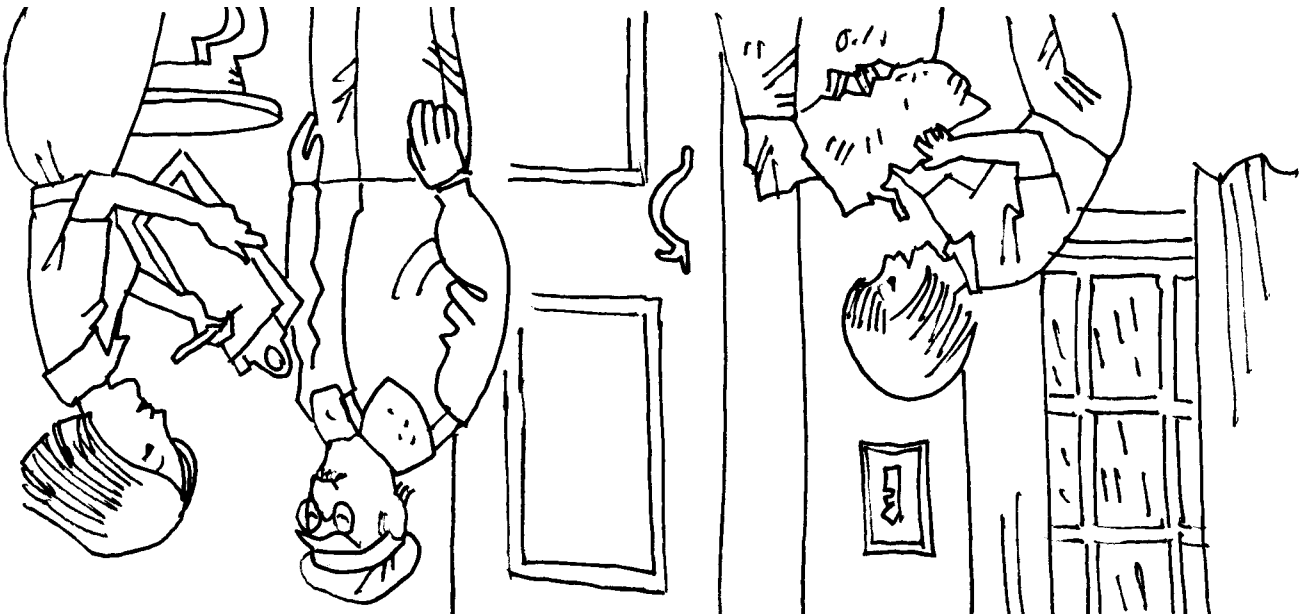


The man takes the big brown box
to the door.
The man knocks on the door.

11

A girl opens the door.
"Special Delivery," says the man.

12



Name _____

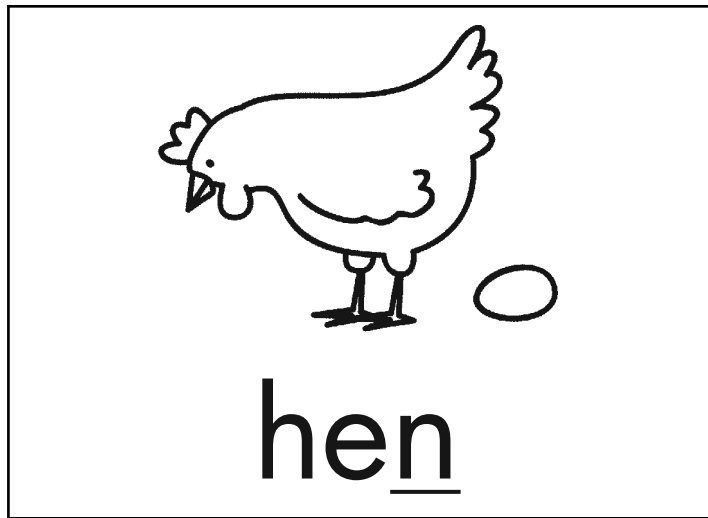
Story Clues + What I Know = Inference		

WHAT IS IN THE BOX? • LEVEL E • 1

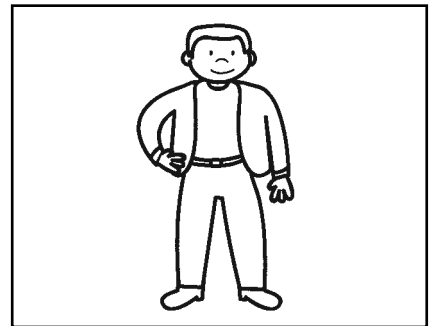
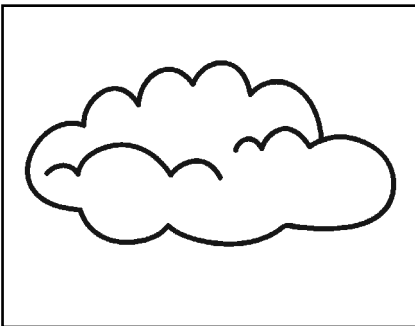
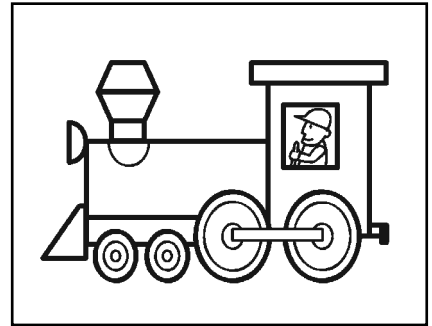
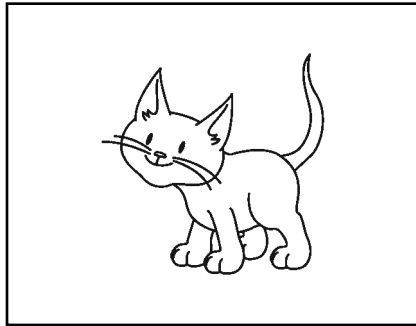
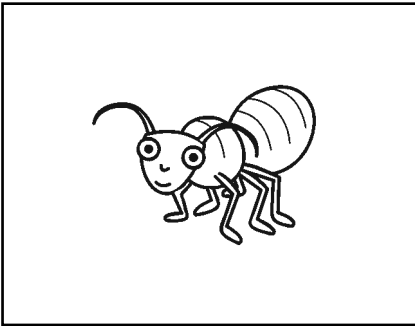
SKILL: INFERENCE

INSTRUCTIONS: Have students use clues from the text and what they already know to make inferences about characters or events in the book. Have them record the story clues, what they know, and their inferences in the boxes.

Name _____



WHAT IS IN THE BOX? • LEVEL E • 2



SKILL: FINAL CONSONANT Nn

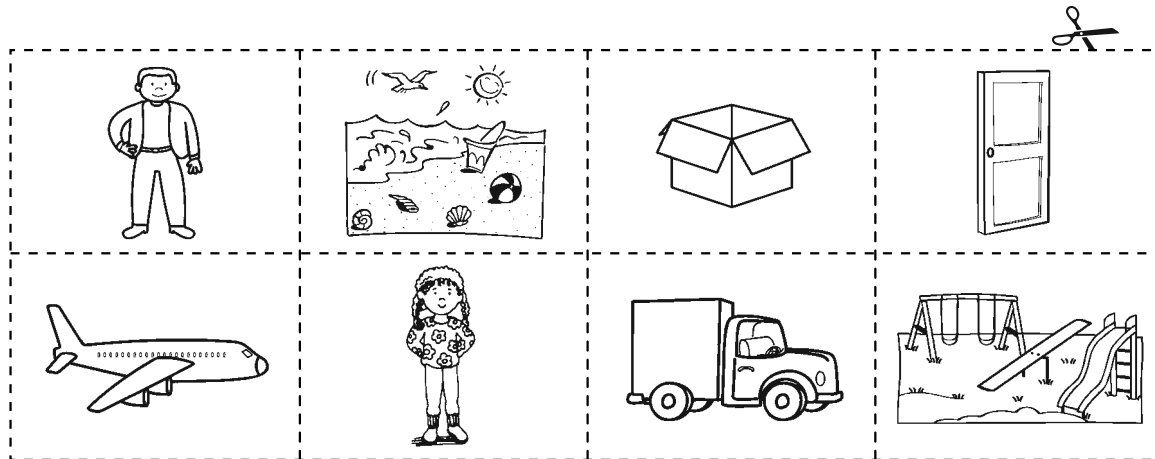
INSTRUCTIONS: Name the pictures with students. Have students say the names of the pictures aloud. Have them write the letter *Nn* under each picture whose name ends with the /n/ sound.

Name _____

Nouns

Person	Place	Thing

WHAT IS IN THE BOX? • LEVEL E • 3

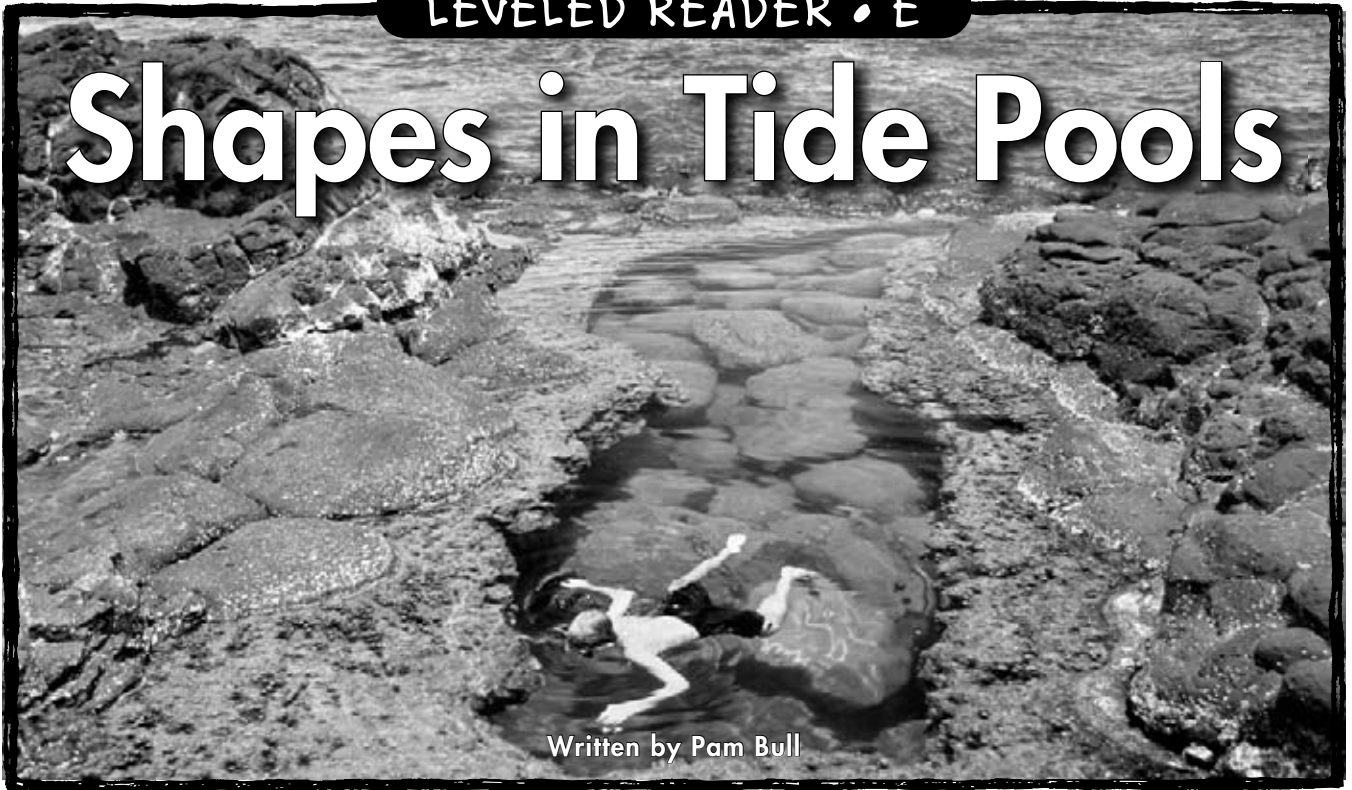


SKILL: NOUNS

INSTRUCTIONS: Identify each picture with students. Have students cut apart the pictures and paste them under the correct heading.

LEVELED READER • E

Shapes in Tide Pools



Written by Pam Bull

www.readinga-z.com

Shapes in Tide Pools

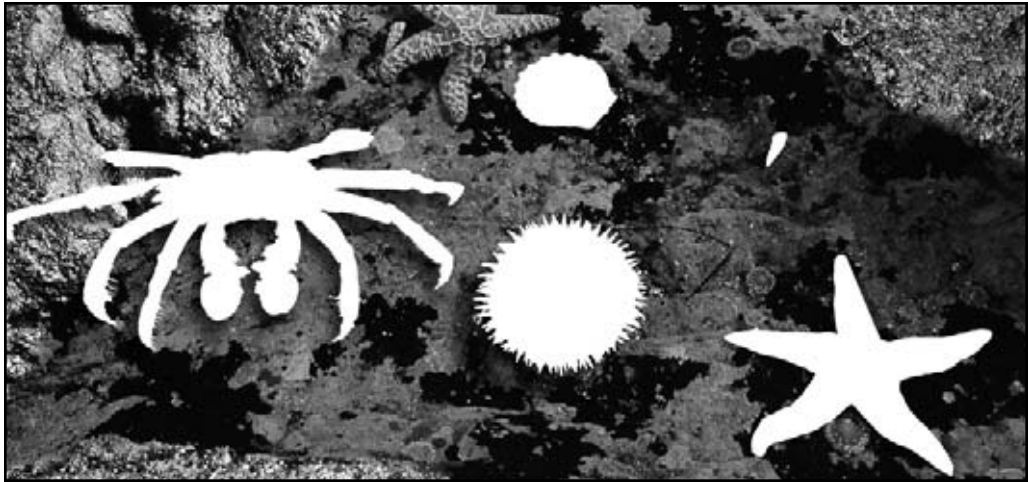
A Reading A-Z Level E Leveled Reader • Word Count: 108



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Shapes in Tide Pools



Written by Pam Bull

www.readinga-z.com

6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

Correlation
LEVEL E

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Shapes in Tide Pools
Level E leveled Reader
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Written by Pam Bull

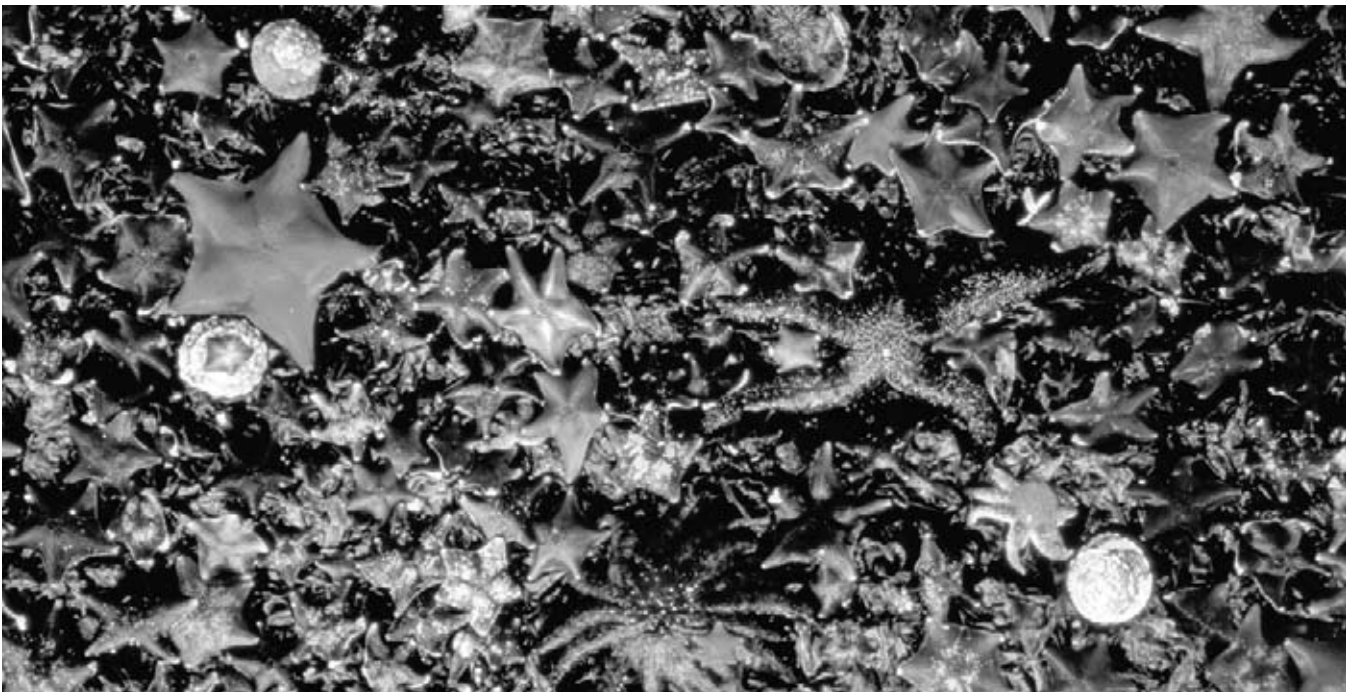


There are pools of water on rocky shores.
They are called tide pools.

3

Many animals live in tide pools.

4





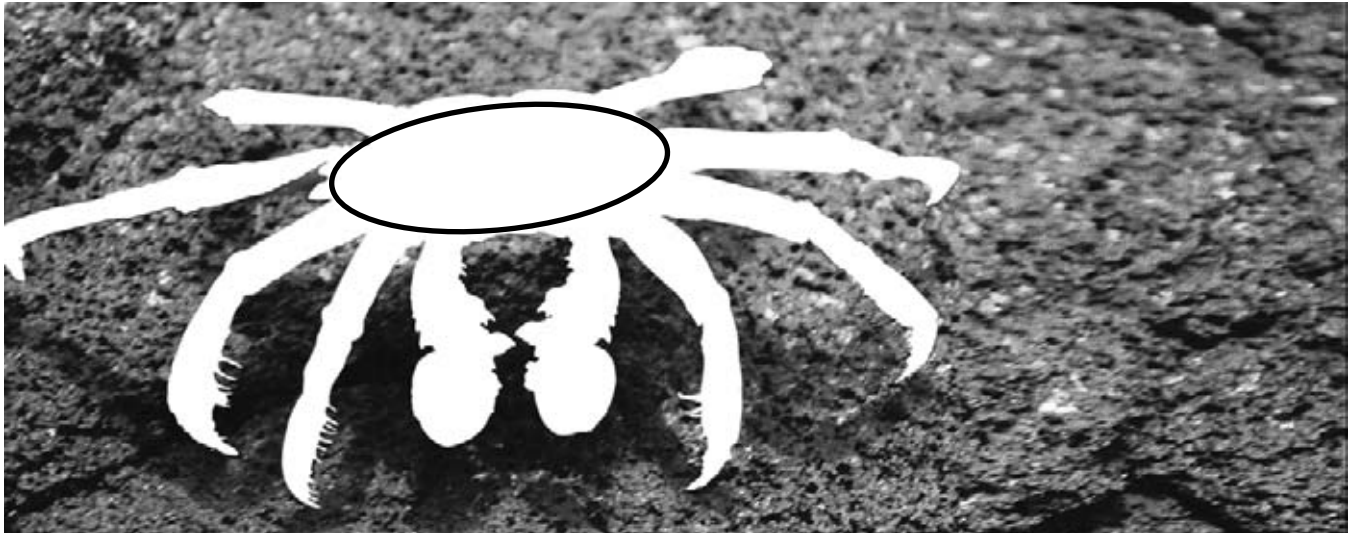
Can you name this animal?
This animal has five arms.
It is shaped like a star.

5

6

It is a starfish!





Can you name this animal?

This animal has eight legs and two claws.

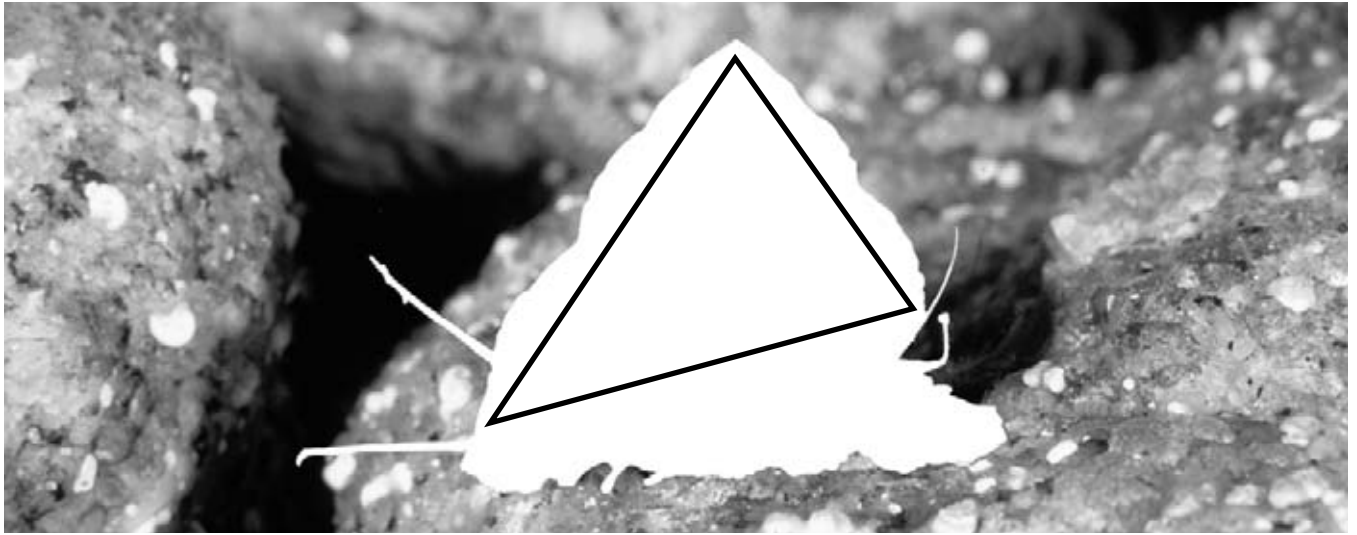
Its body is shaped like an oval.

7

8

It is a crab!



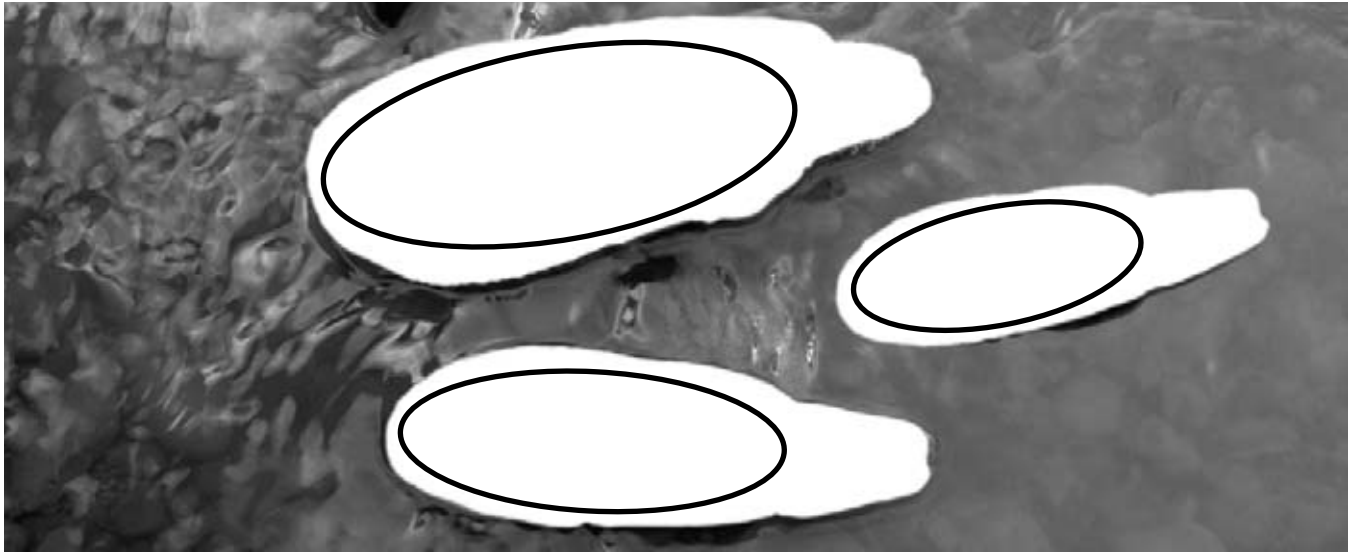


Can you name this animal?
This animal has one foot.
It has a shell shaped like a triangle.

9

It is a snail!
10

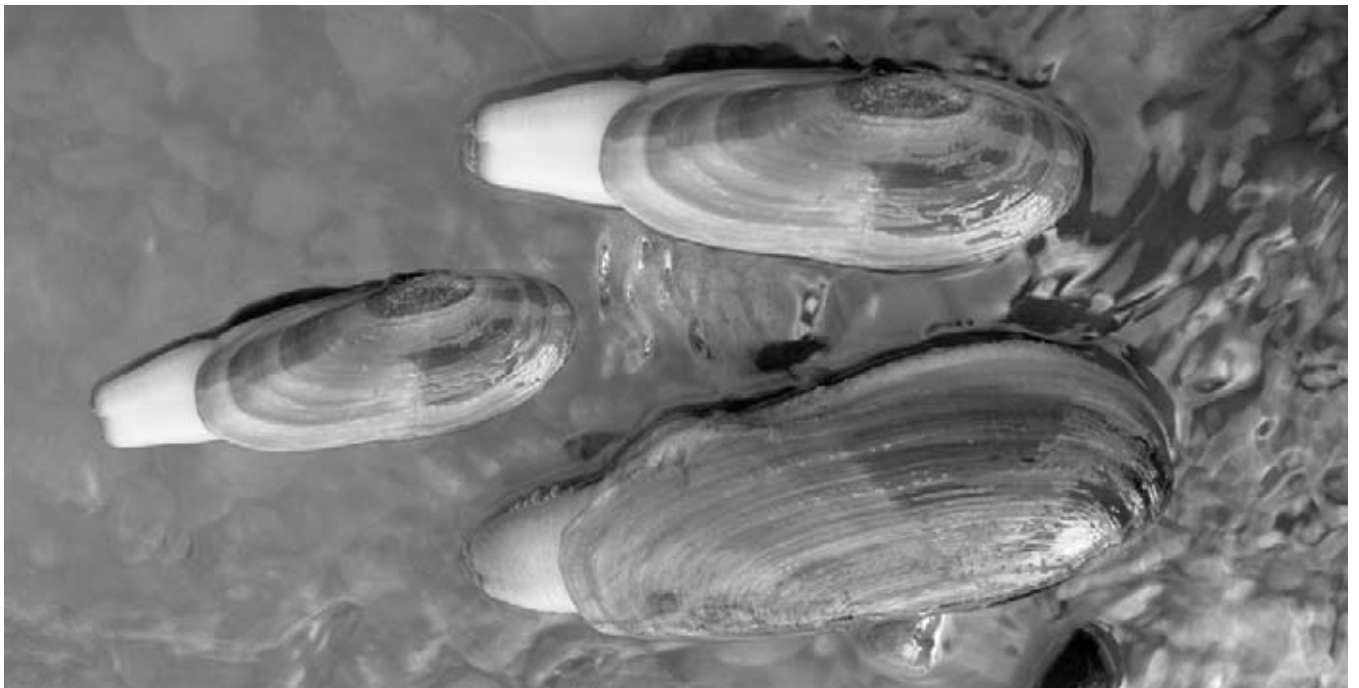




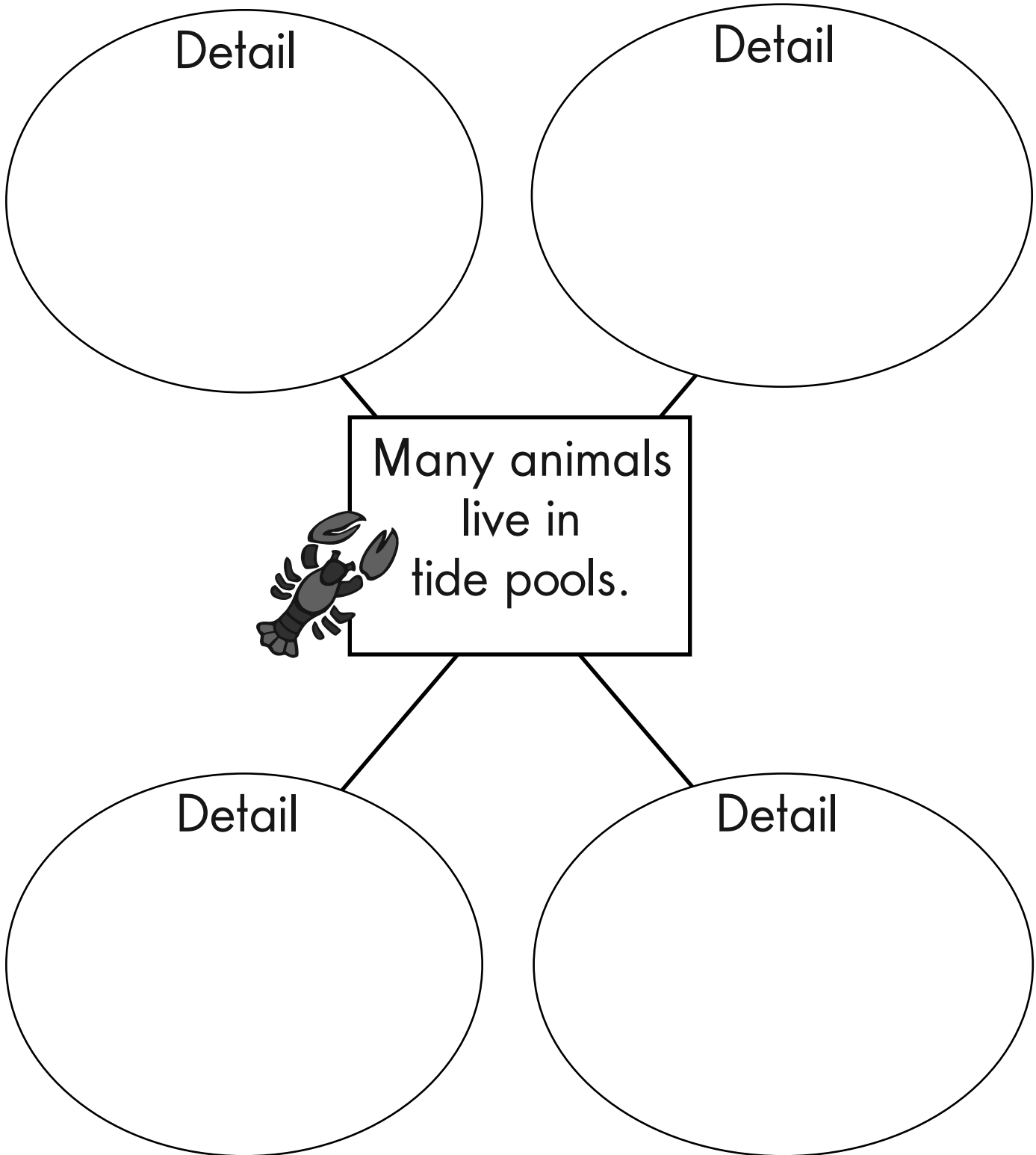
Can you name this animal?
This animal lives in a group.
It has a shell shaped like an oval.

11

12
It is a mussel!

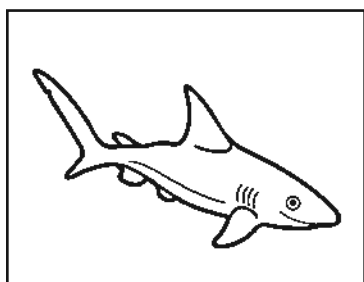
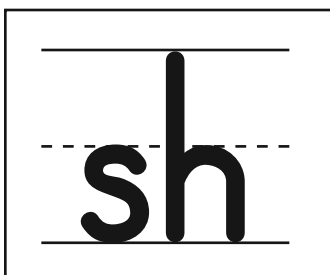


Name _____

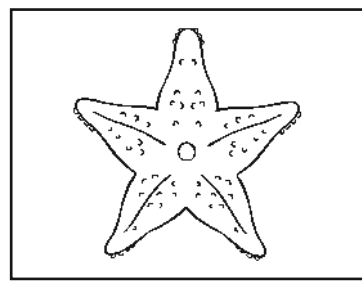


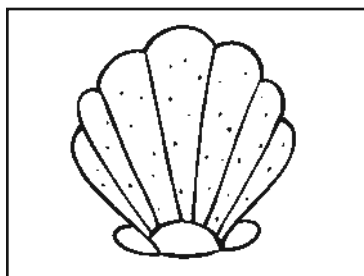
INSTRUCTIONS: Read the main idea with students. Have them draw and label details that support the main idea in each space in each oval.

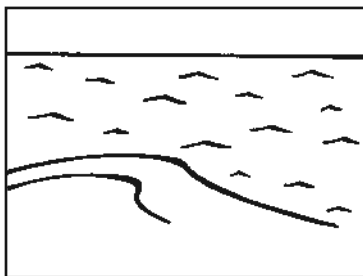
Name _____

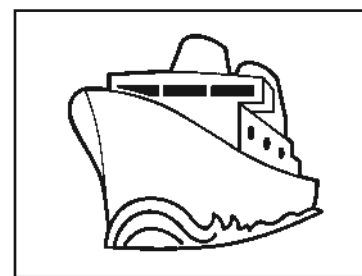












INSTRUCTIONS: Have students write the consonant digraph *sh* under the pictures that begin with the /sh/ sound.

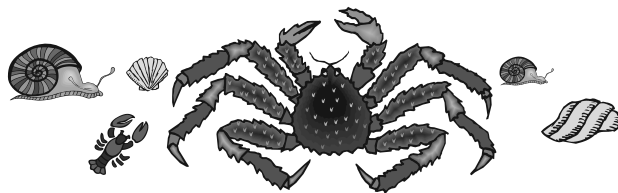
Name _____

!

.

?

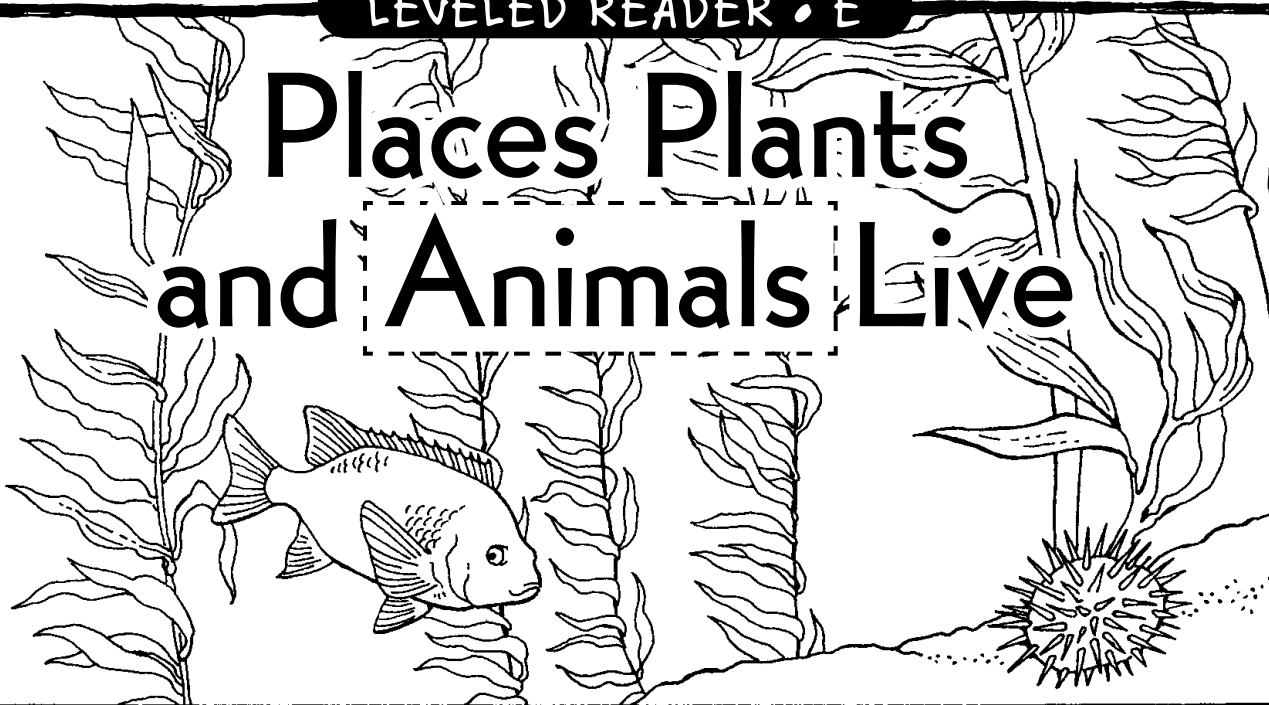
1. Tide pools are found on rocky shores _____
2. Wow, I see a starfish _____
3. Can you see a mussel _____
4. Which animal has five arms _____
5. A mussel's shell has an oval shape _____
6. What shape is a snail's shell _____
7. Many animals live in tide pools _____
8. It is fun to look for animals in tide pools _____



INSTRUCTIONS: Read each sentence with students. Have them place either a period, question mark, or an exclamation mark at the end of each sentence. Then have students read each sentence to a partner.

LEVELED READER • E

Places Plants and Animals Live

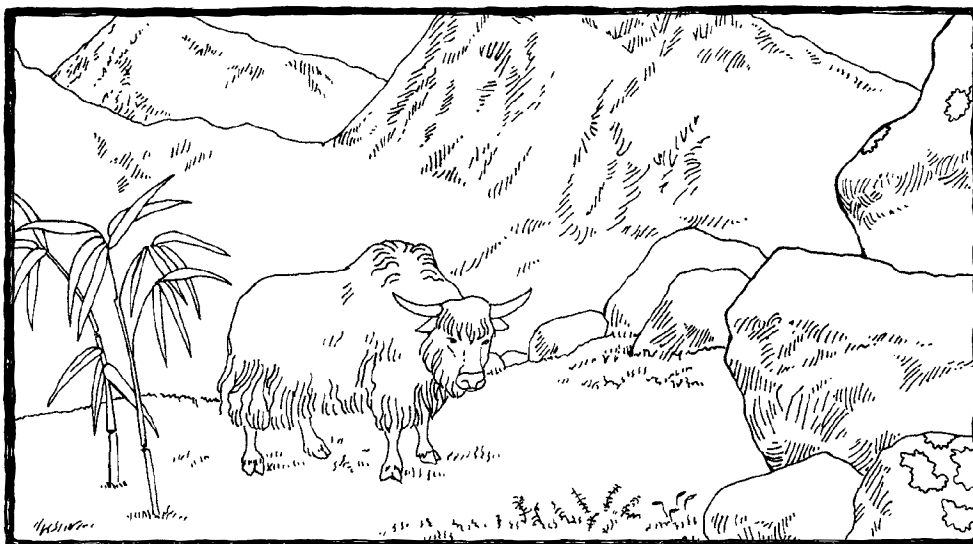


Written by Katie Knight • Illustrated by Cende Hill

www.readinga-z.com

Places Plants and Animals Live

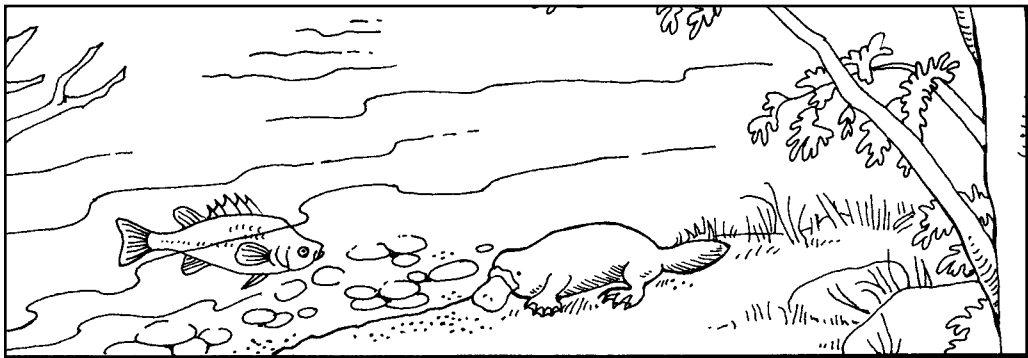
A Reading A-Z Level E Leveled Reader • Word Count: 100



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Places Plants and Animals Live



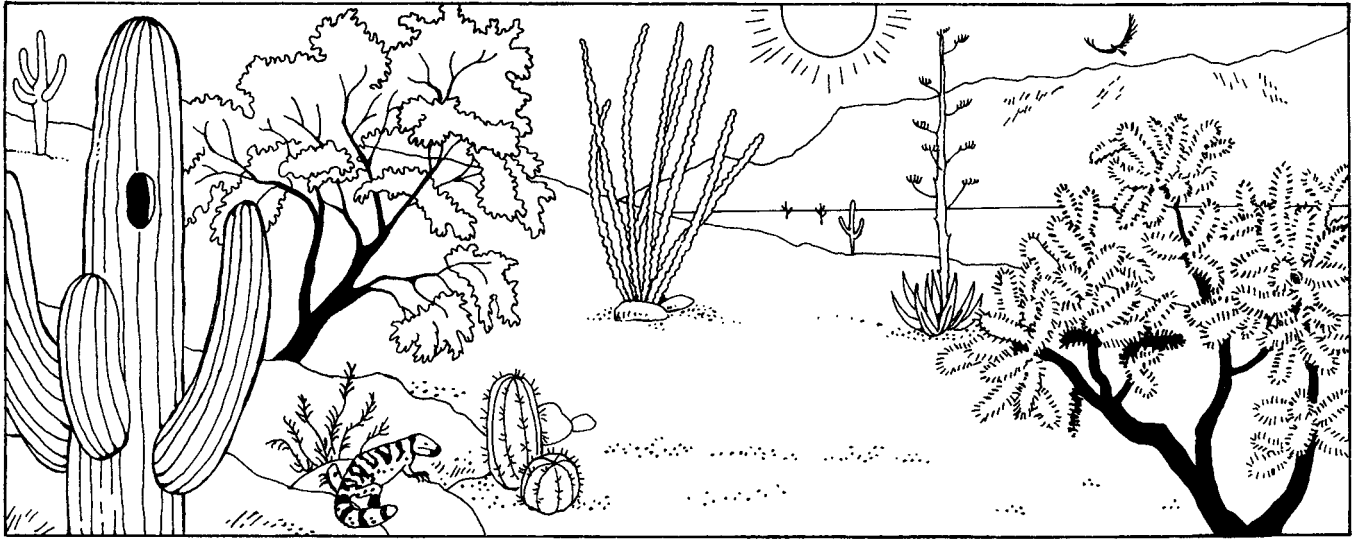
Written by Katie Knight
Illustrated by Cende Hill

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6-8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

LEVEL E
Correlation

Places Plants and Animals Live
Level E leveled Reader
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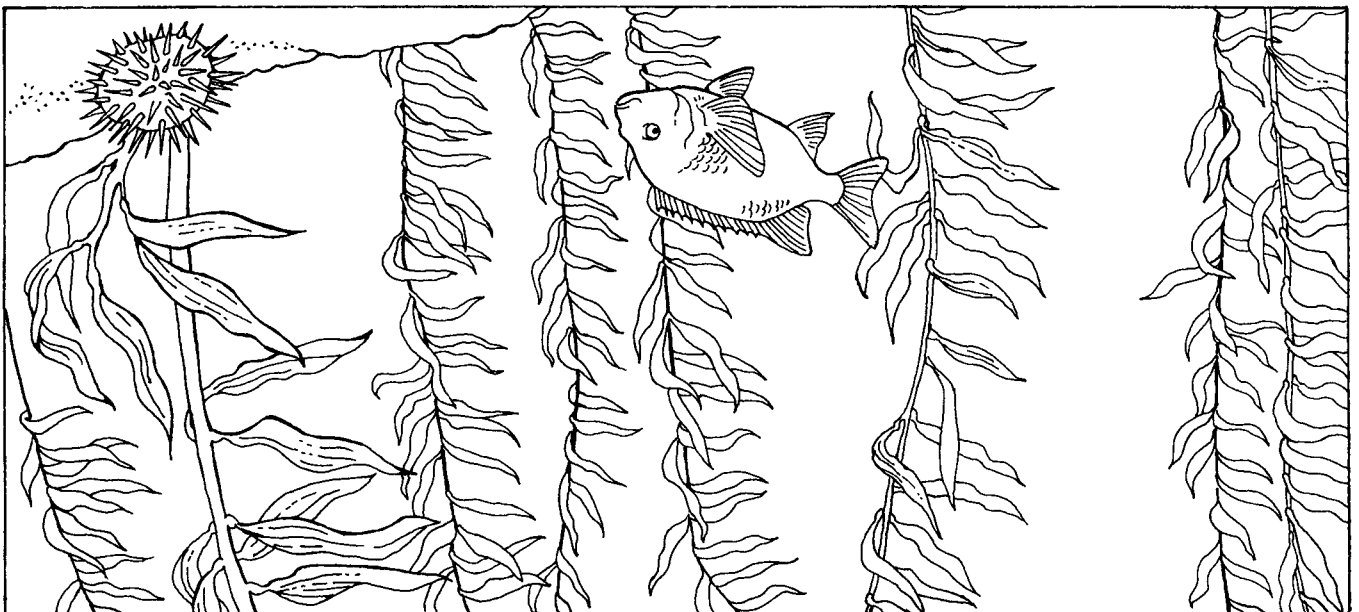


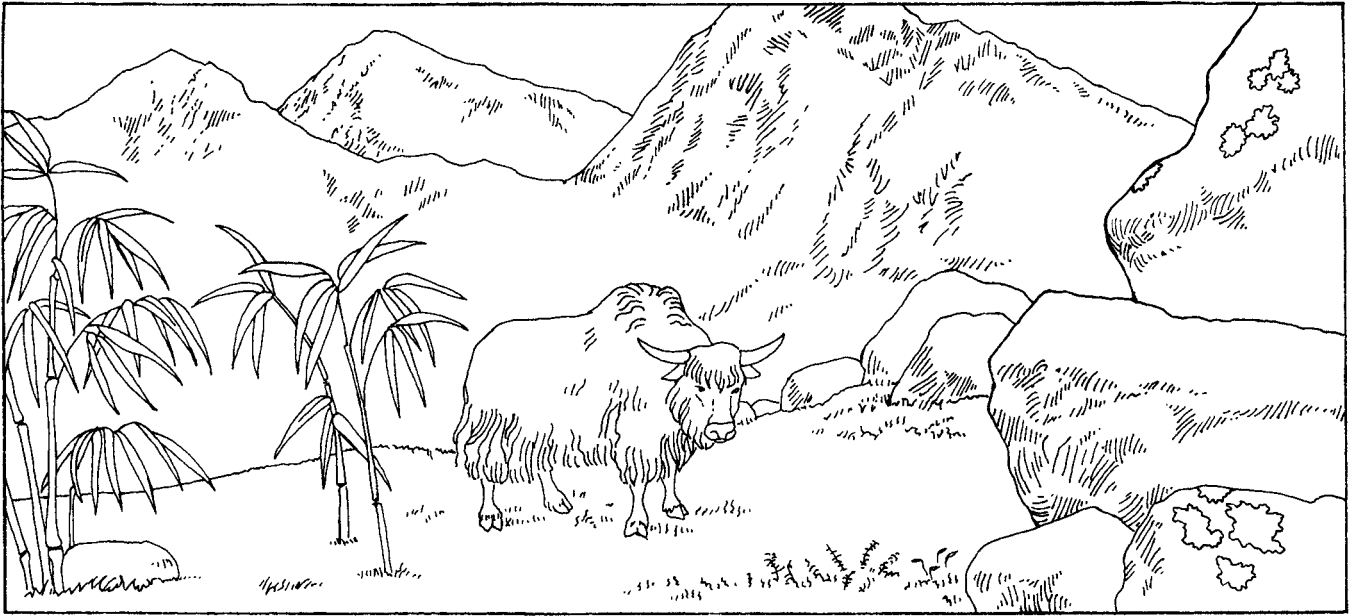
Plants and animals live in the deserts.
Deserts are very dry.
Deserts can be very hot.

3

Plants and animals live in the oceans.
Ocean water is very salty.

4



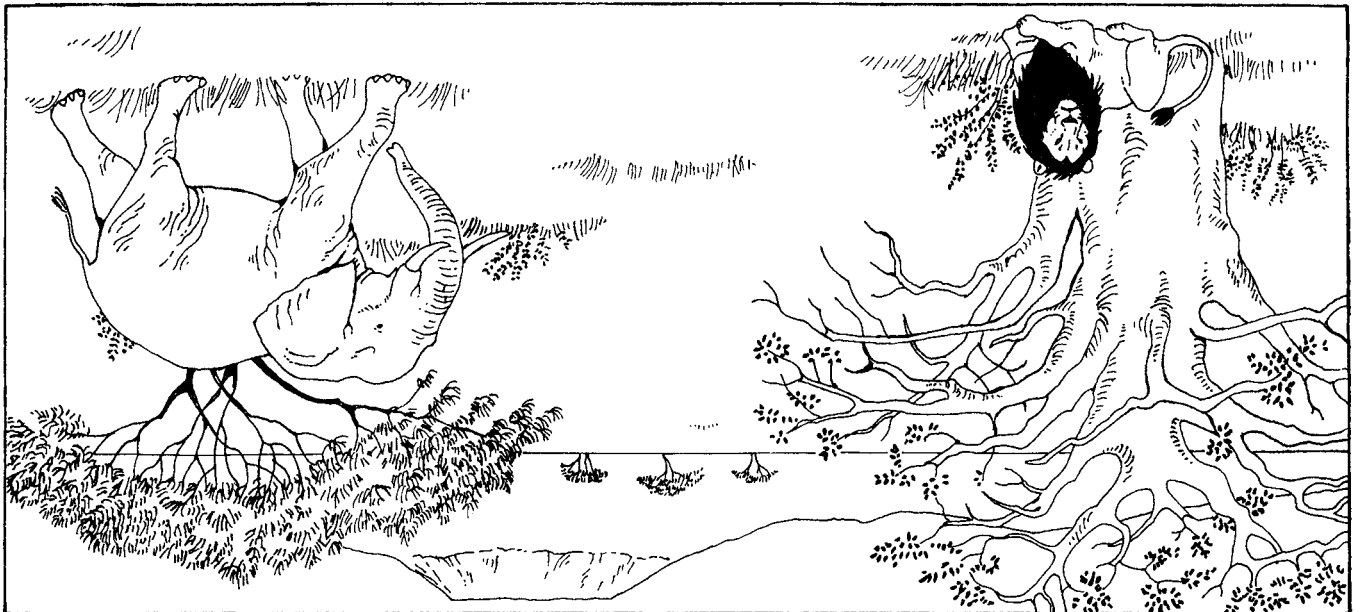


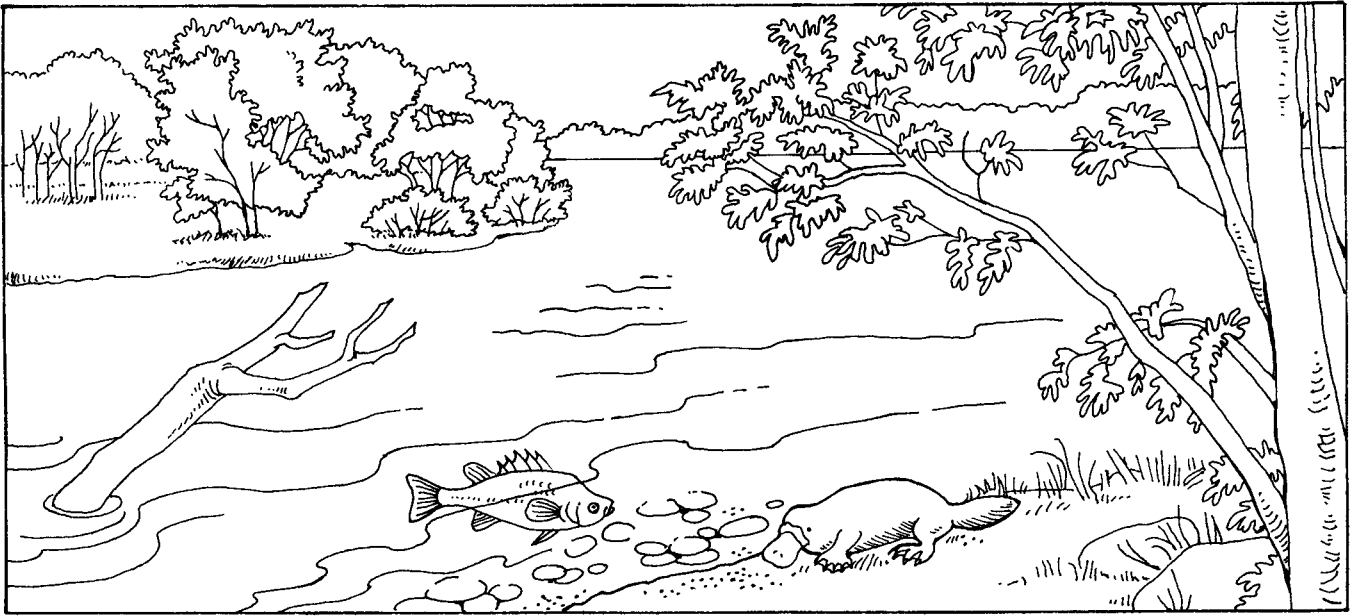
Plants and animals live in the mountains.
Mountains are very tall and steep.

5

Plains are very grassy and flat.
Plants and animals live in the plains.

6





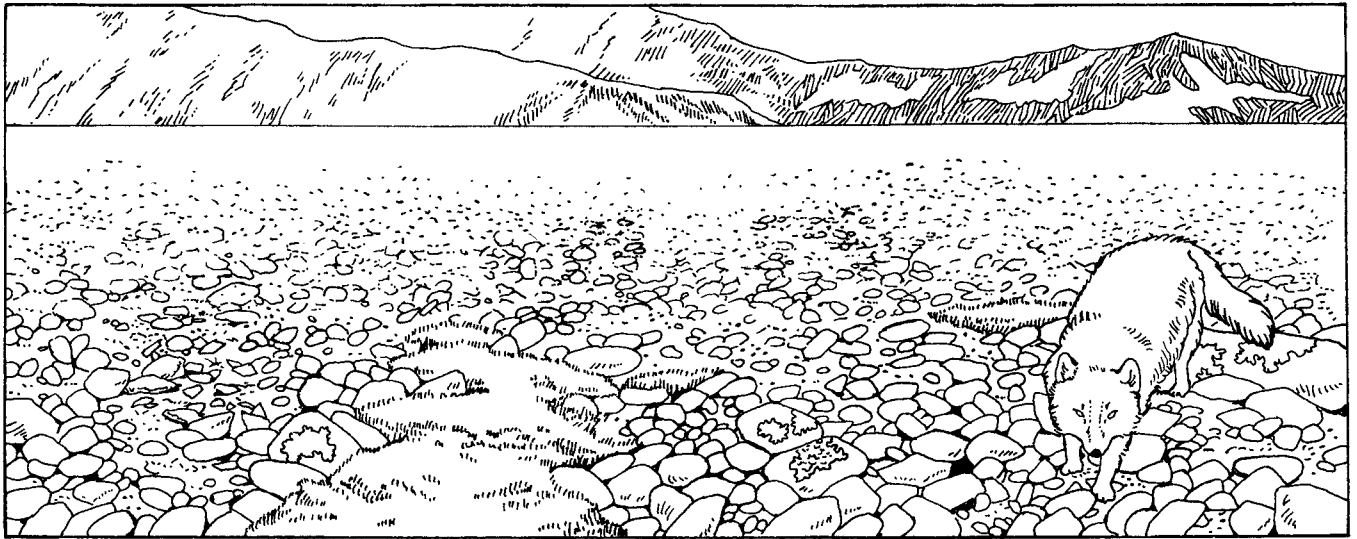
Plants and animals live in rivers.
River water is not salty.

7

Plants and animals live in rainforests.
Rainforests are very wet.

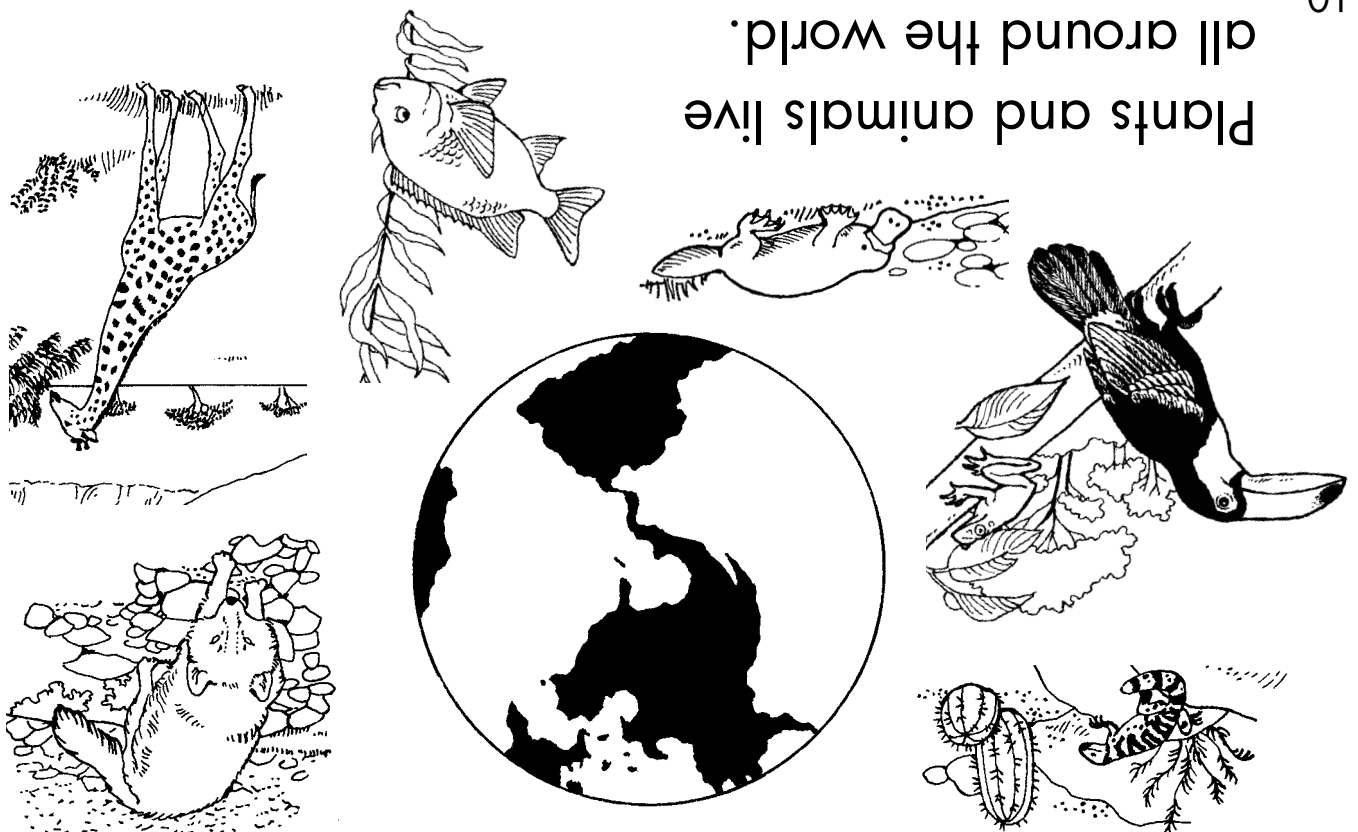
8



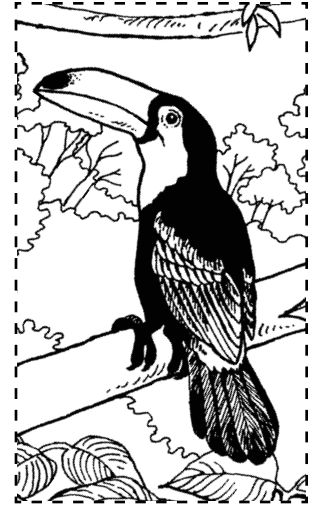
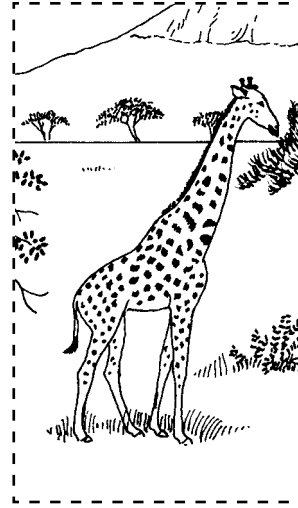
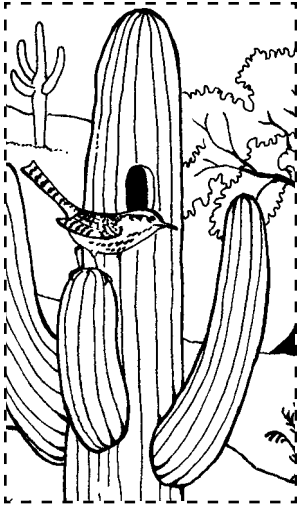


Plants and animals live in the tundra.
The tundra is very cold.
The tundra has no trees.

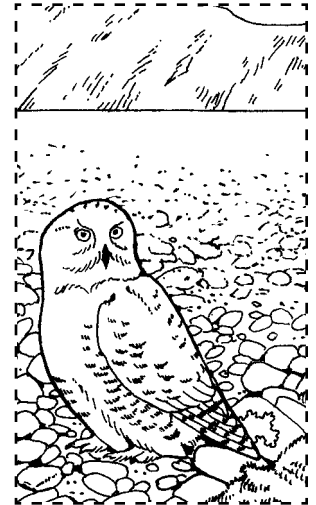
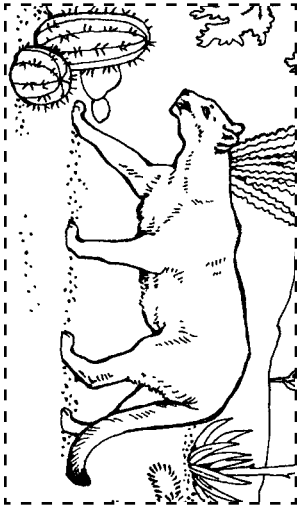
9



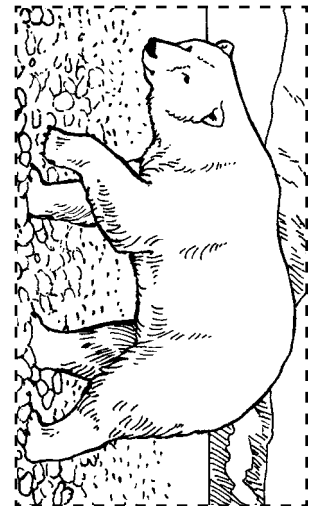
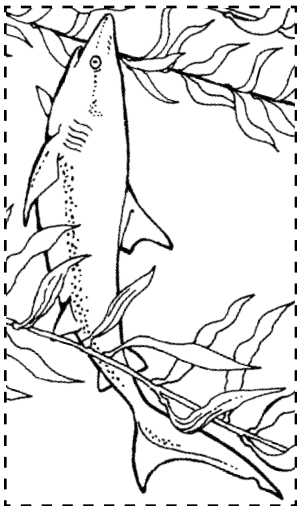
10



Places Plants and Animals Live

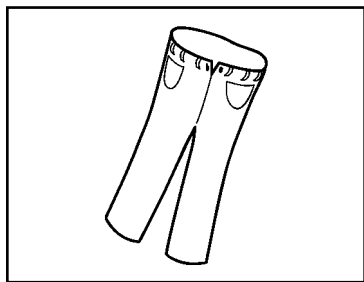


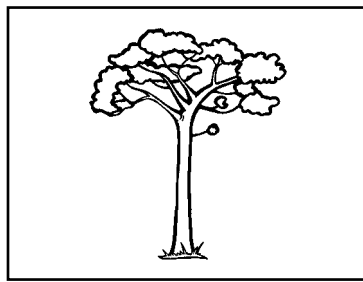
INSTRUCTIONS: Have students cut out the pictures of animals and paste them onto the pages in the book where the animal lives.

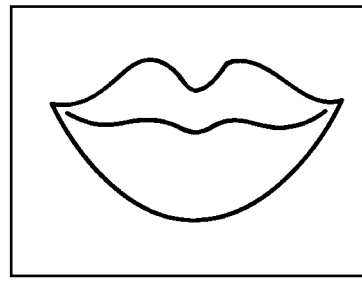


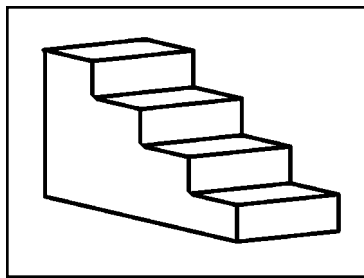
Name _____

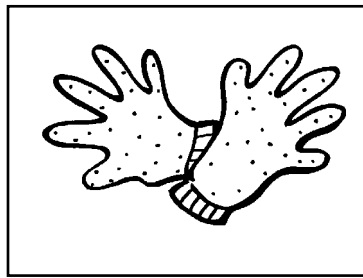
Ss

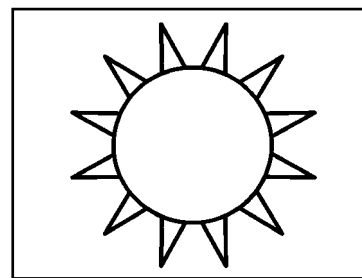












INSTRUCTIONS: Have students write the consonant Ss under the pictures that end with the /s/ sound.

Name _____

frog

bird

bear

tree



INSTRUCTIONS: Have students write the plural noun for each picture. Then have them write a sentence using a plural noun.

Shoes Men Wear

A Reading A-Z Level E Leveled Reader

Word Count: 91



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LEVELED READER • E

Shoes Men Wear



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Shoes Men Wear



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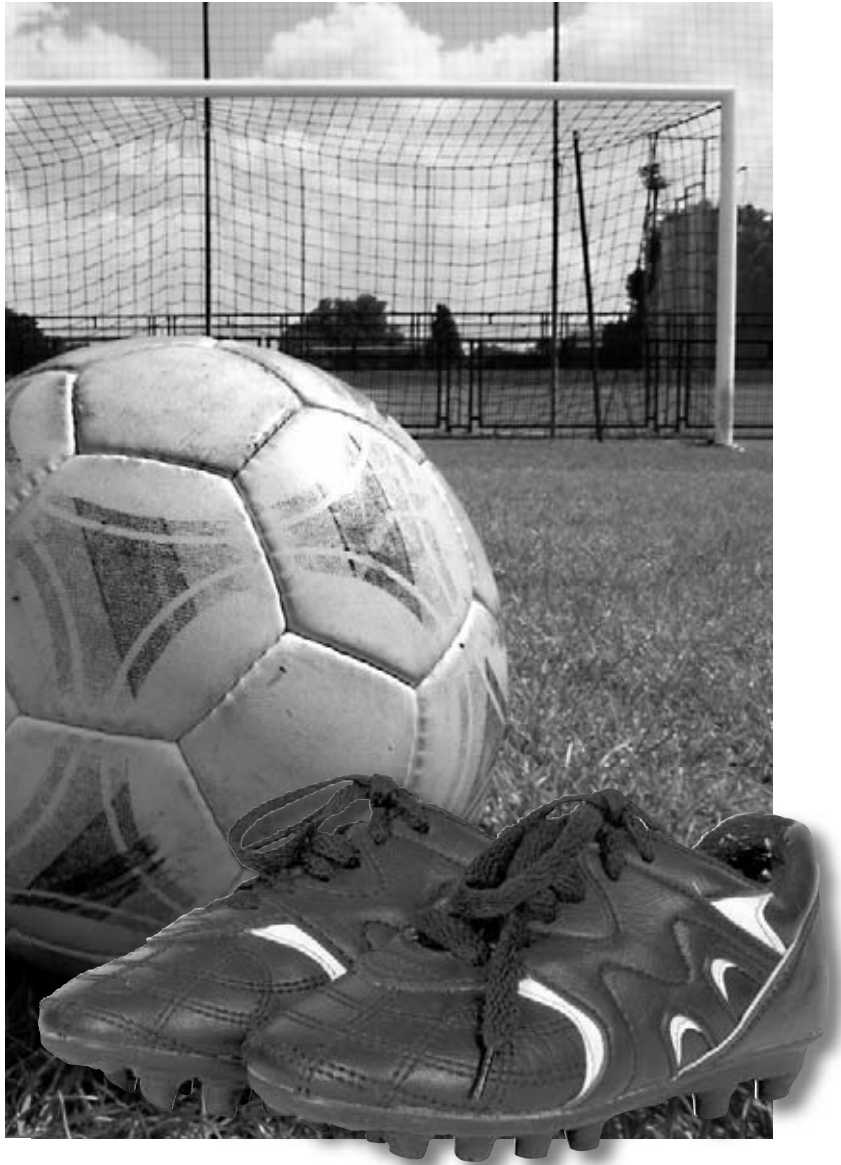
LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	6-8



Flip-flops are summer shoes.
Men wear them to the beach.



Sneakers are everyday shoes.
Men wear them to the park.



Cleats are sport shoes.
Men wear them to play soccer.



Hiking boots are outdoor shoes.
Men wear them in the woods.



Work boots are tough shoes.
Men wear them to work.



Winter boots are warm shoes.
Men wear them in the snow.



Wingtips are dress shoes.
Men wear them to a dance.



Slippers are soft shoes.
Men wear them around
the house to rest their feet
after a busy day.

Shoes Women Wear

A Reading A-Z Level E Leveled Reader

Word Count: 91

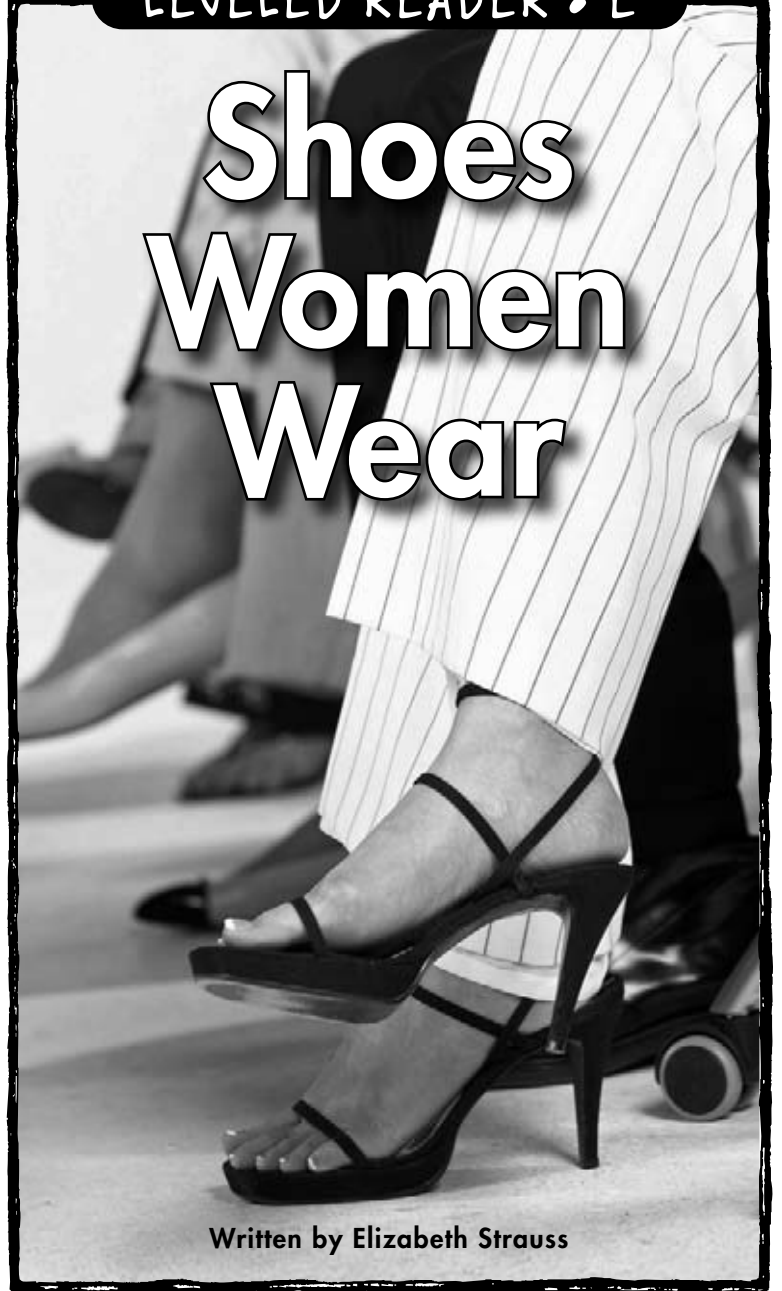


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LEVELED READER • E

Shoes Women Wear



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Shoes Women Wear



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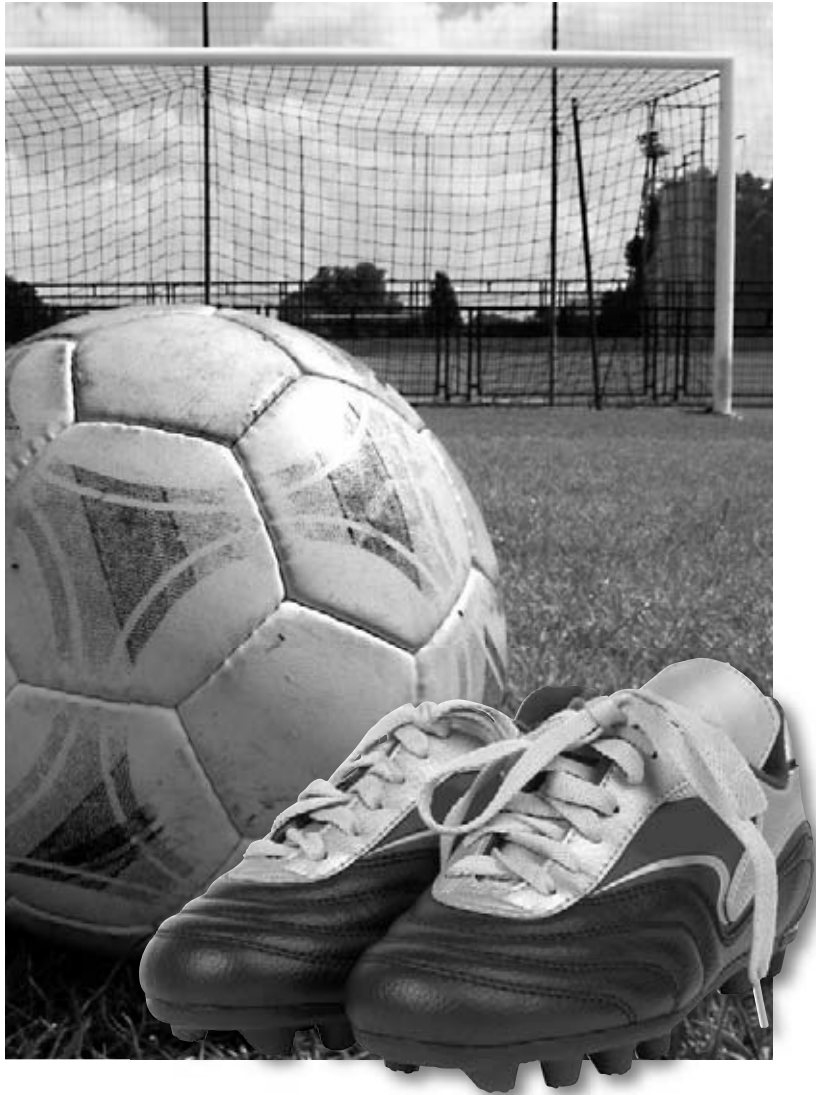
LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7–8
DRA	6–8



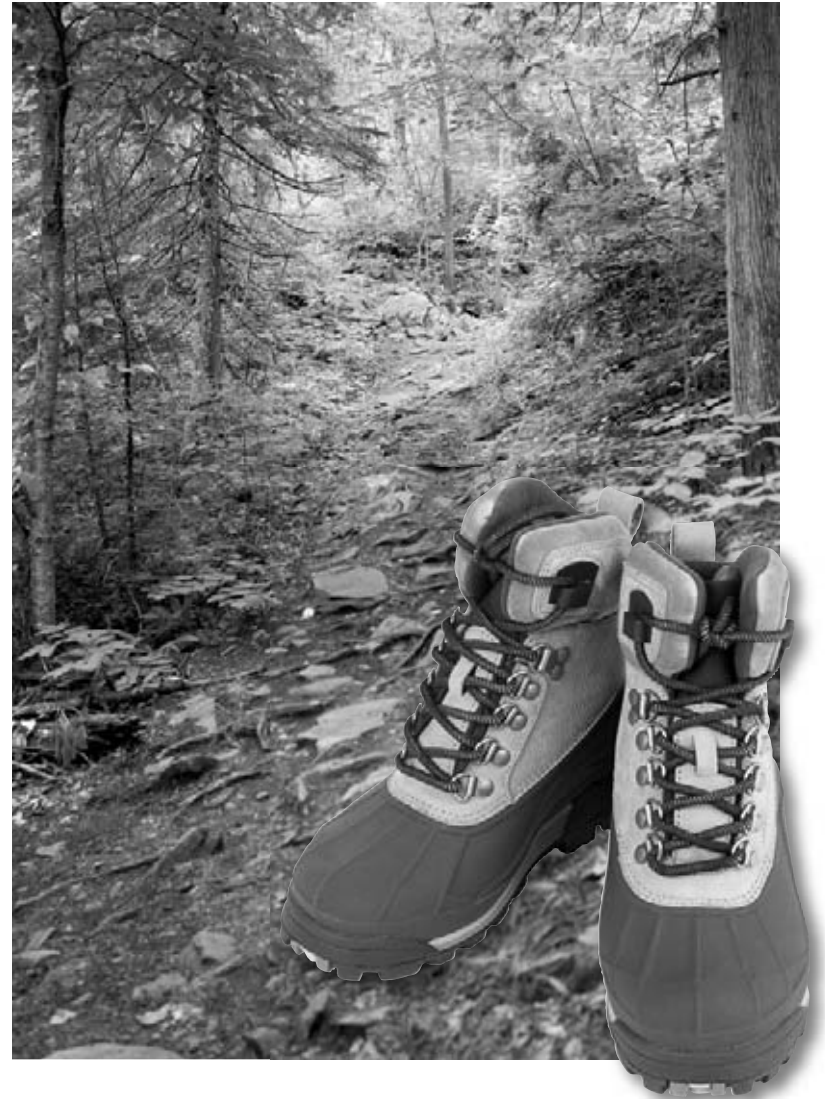
Flip-flops are summer shoes.
Women wear them to the beach.



Sneakers are everyday shoes.
Women wear them to the park.



Cleats are sport shoes.
Women wear them
to play soccer.



Hiking boots are outdoor shoes.
Women wear them
in the woods.



Work boots are tough shoes.
Women wear them to work.



Winter boots are warm shoes.
Women wear them in the snow.

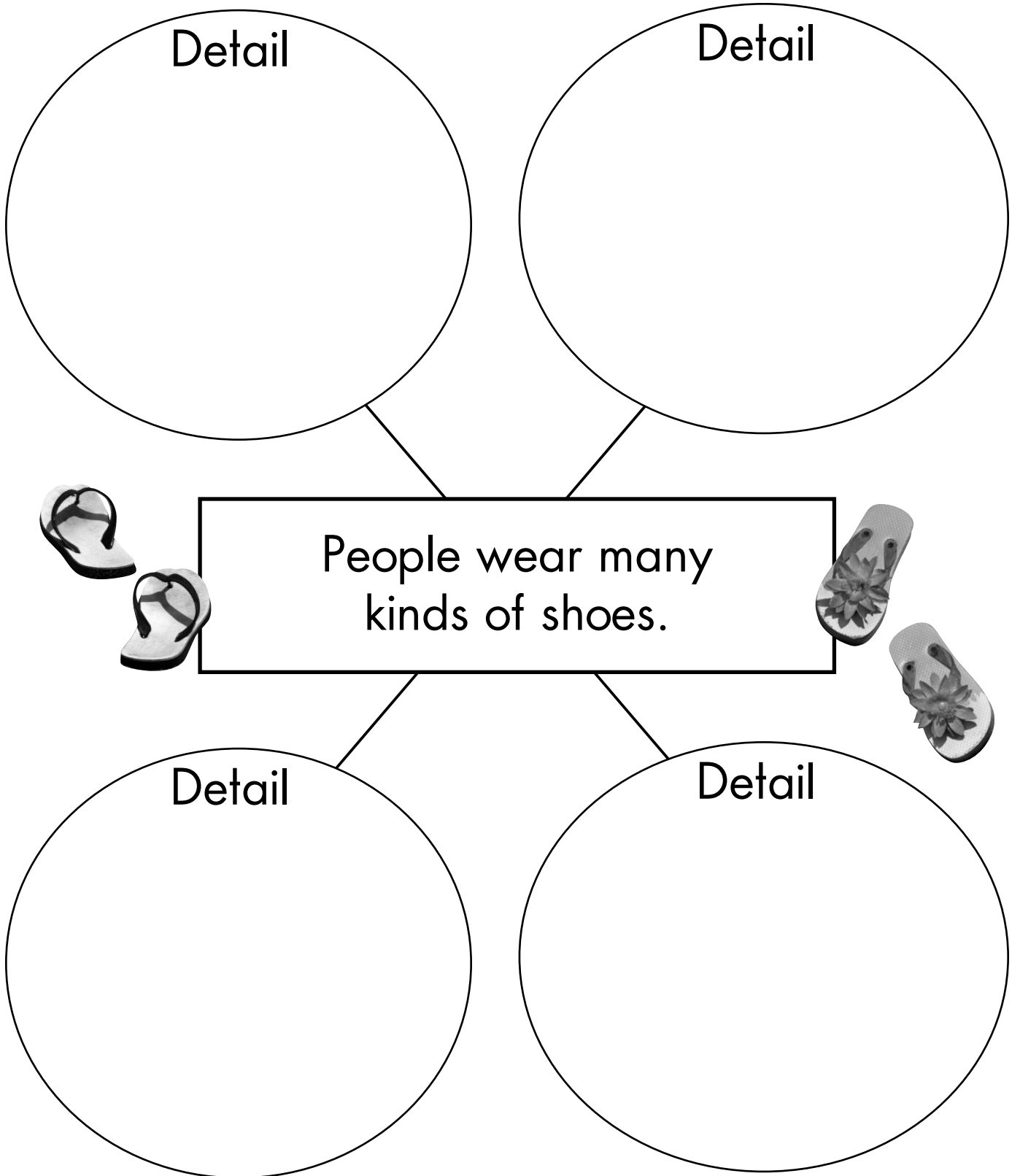


Pumps are dress shoes.
Women wear them to a dance.



Slippers are soft shoes.
Women wear them around
the house to rest their feet
after a busy day.

Name _____

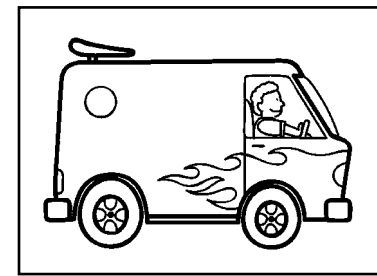
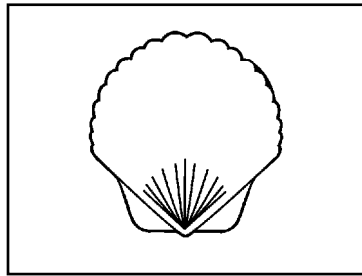
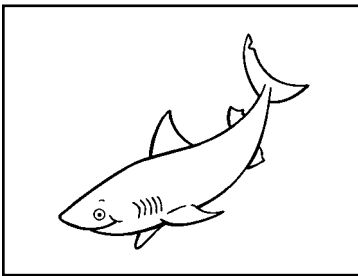
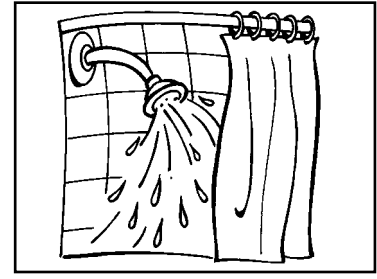
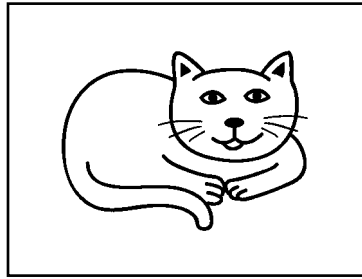
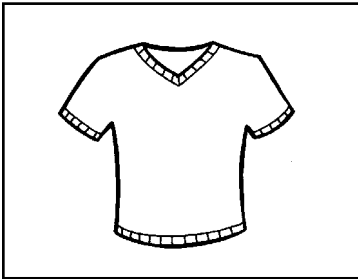
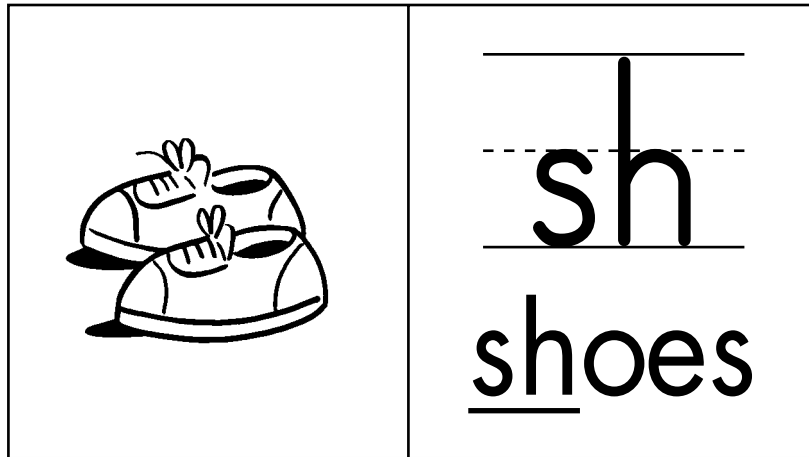


SHOES MEN WEAR/SHOES WOMEN WEAR • LEVEL E • 1

SKILL: MAIN IDEA AND DETAILS

INSTRUCTIONS: Read the main idea with students. Have them draw and label in each oval a detail that supports the main idea.

Name _____

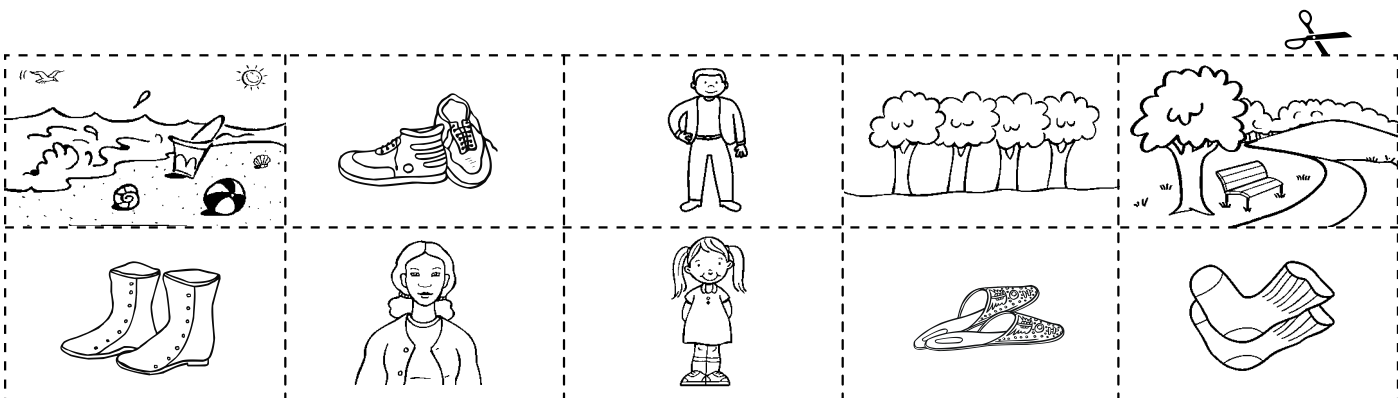


INSTRUCTIONS: Name the pictures with students. Have them say the names of the pictures aloud. If they hear the initial /sh/ sound, have them write the consonant digraph *sh* on the line below the picture.

Name _____

Nouns

Person	Place	Thing



INSTRUCTIONS: Have students cut apart the pictures and place them under the correct column.

Country Animals

A Reading A-Z Level E Leveled Reader

Word Count: 112

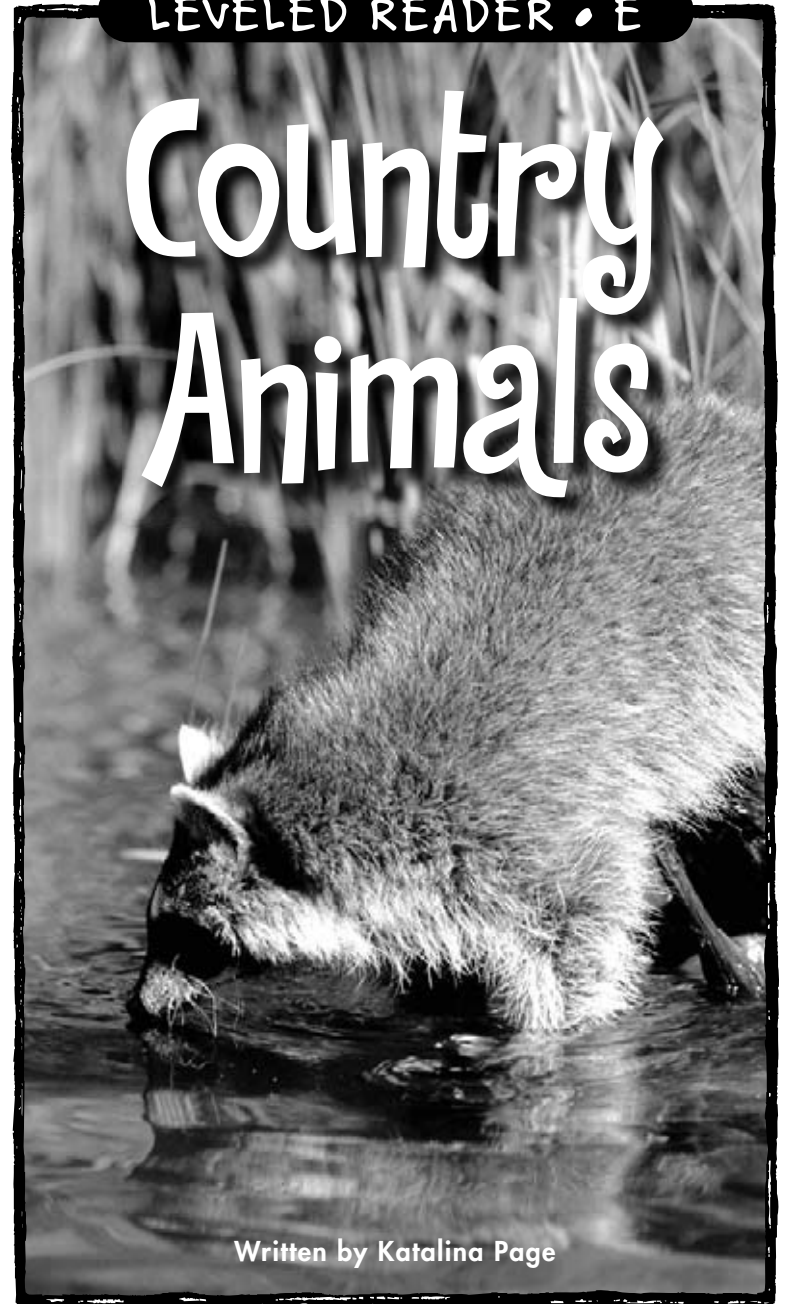


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LEVELED READER • E

Country Animals



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Country Animals



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Country Animals
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Correlation

LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7–8
DRA	6–8



Some people live in the country.
Many kinds of animals live in
the country, too.



Deer live in the country.
They eat twigs from trees.



Robins live in the country.
They make nests in trees.



Squirrels live in the country.
They eat nuts from trees.



Geese and ducks
live in the country.
They swim in lakes.



Raccoons live in the country.
They wash their food in rivers.



Foxes live in the country.
They run and play in fields.



Cows live in the country.
They eat grass from fields.

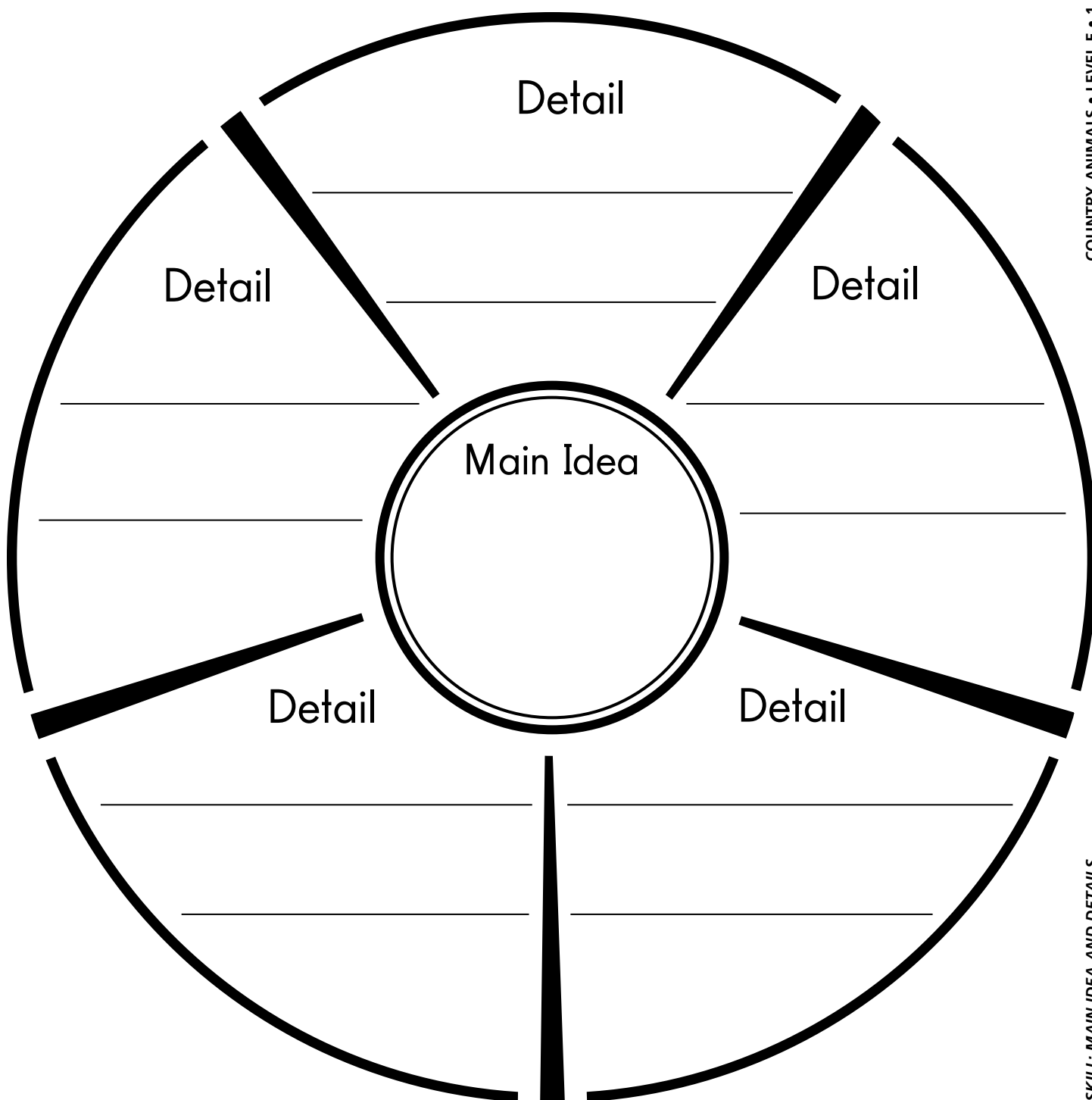


Mice live in the country.
They eat grains from fields.



Do you see animals
where you live?
What kinds of animals
do you see?

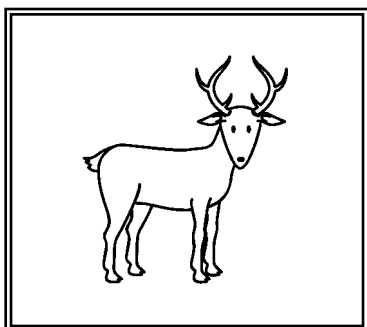
Name _____

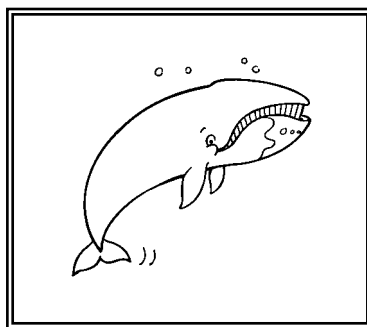


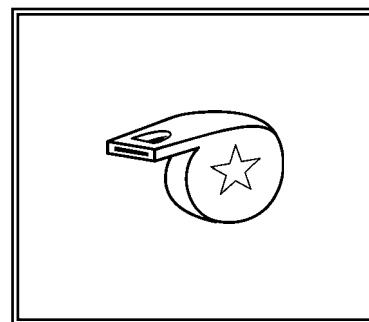
INSTRUCTIONS: Write the main idea in the center of the wheel. Record details about the topic between the spokes.

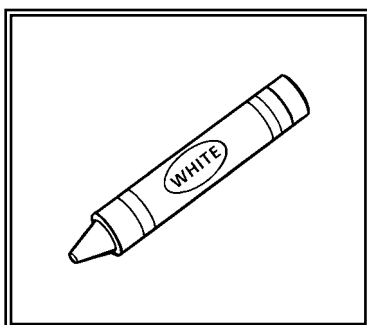
Name _____

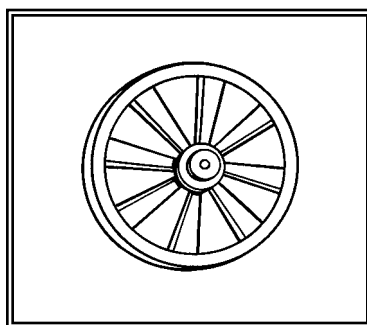
wh

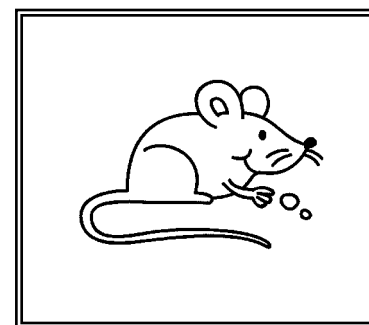












INSTRUCTIONS: Have students write the consonant digraph *wh* under the pictures that begin with the /wh/ sound.

Name _____

1. Raccoons wash.

2. Deer eat.

3. Cows run.

4. Ducks swim.

5. Birds fly.

INSTRUCTIONS: Read each sentence with students. Have them rewrite each sentence using the word *they*.

In the Mountains

A Reading A-Z Level E Leveled Reader

Word Count: 128



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LEVELED READER • E

In the Mountains



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In the Mountains



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In the Mountains
Level E Leveled Reader
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Correlation

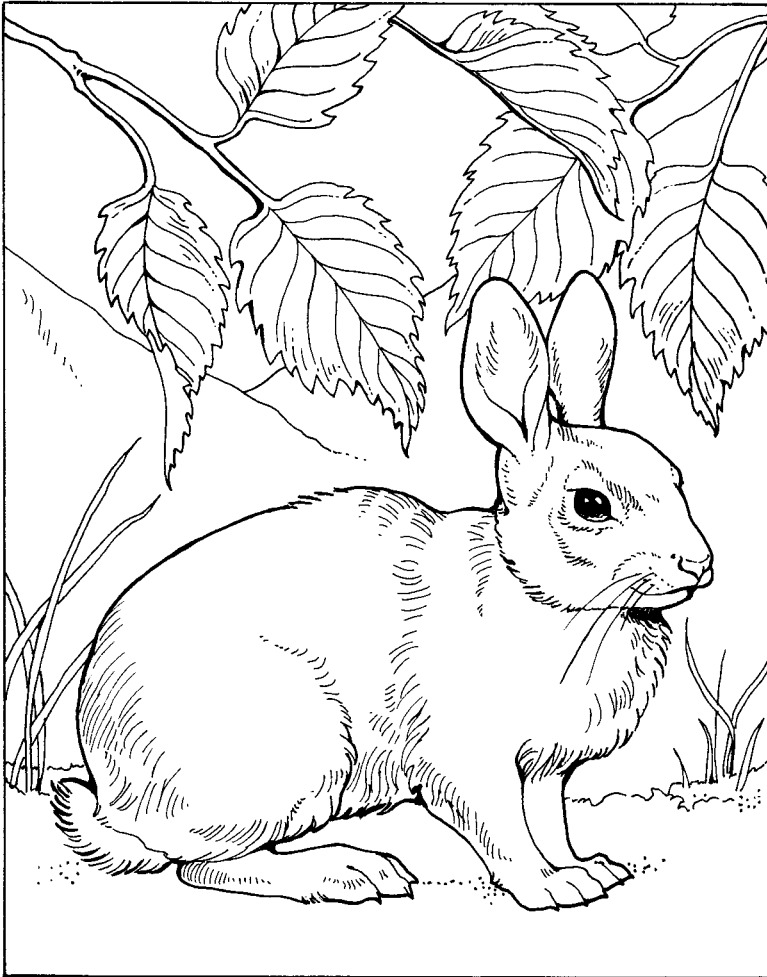
LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	6-8



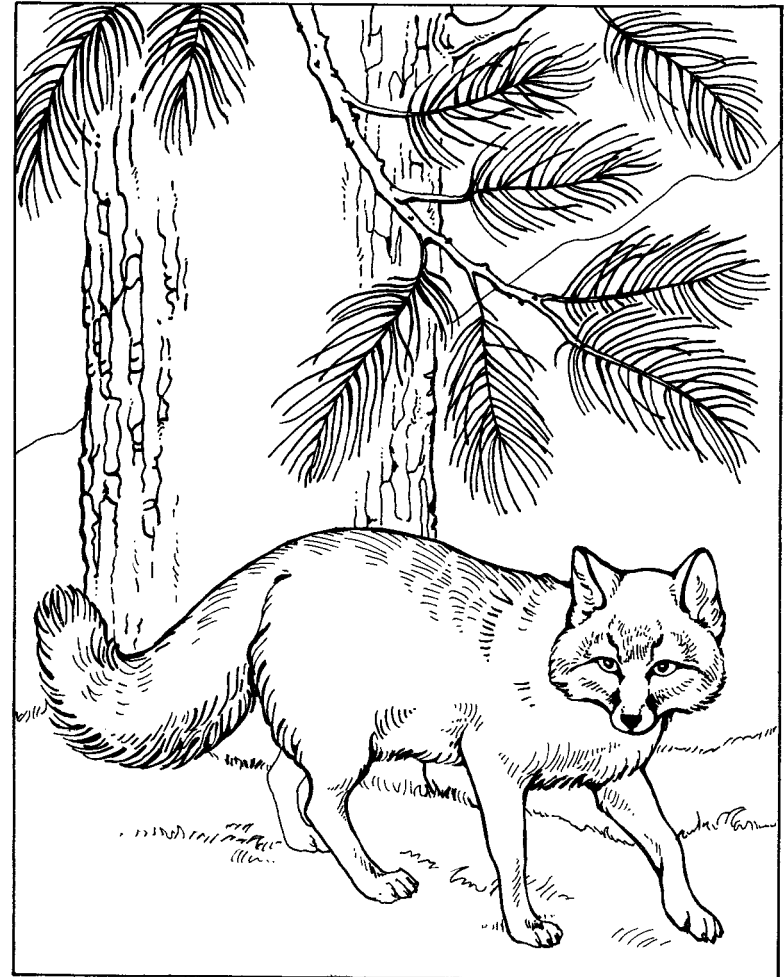
The small striped chipmunk
lives in the mountains.
Does anything else
live in the mountains?



Yes, the small gray squirrel
lives in the mountains.
Does anything else
live in the mountains?



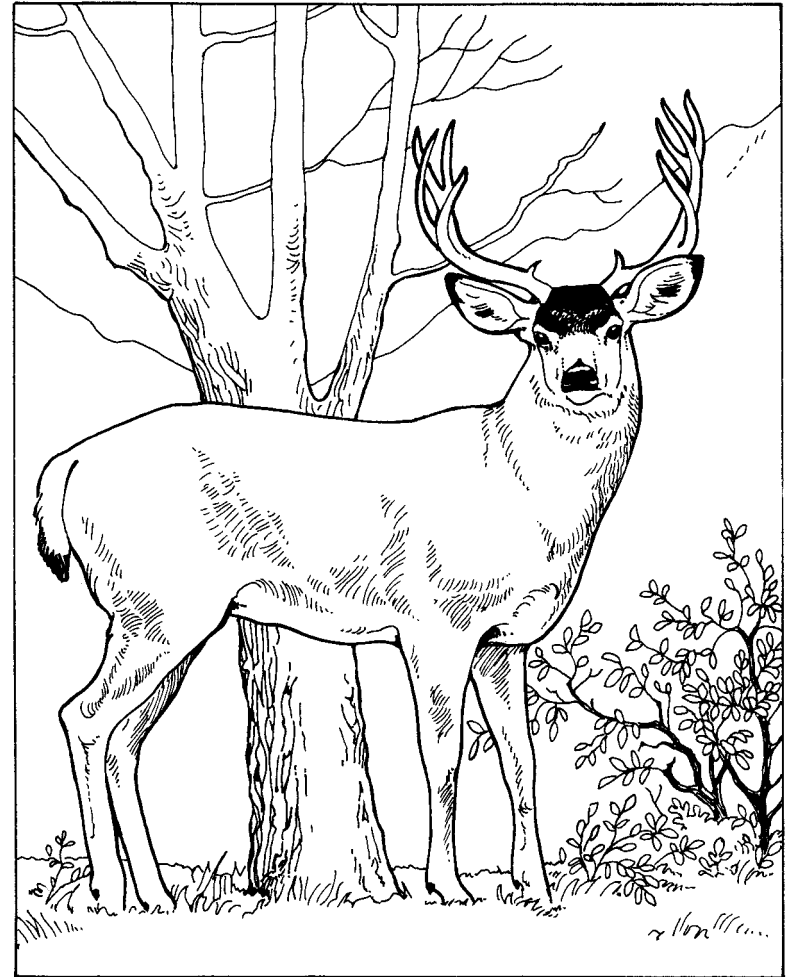
Yes, the small furry rabbit
lives in the mountains.
Does anything else
live in the mountains?



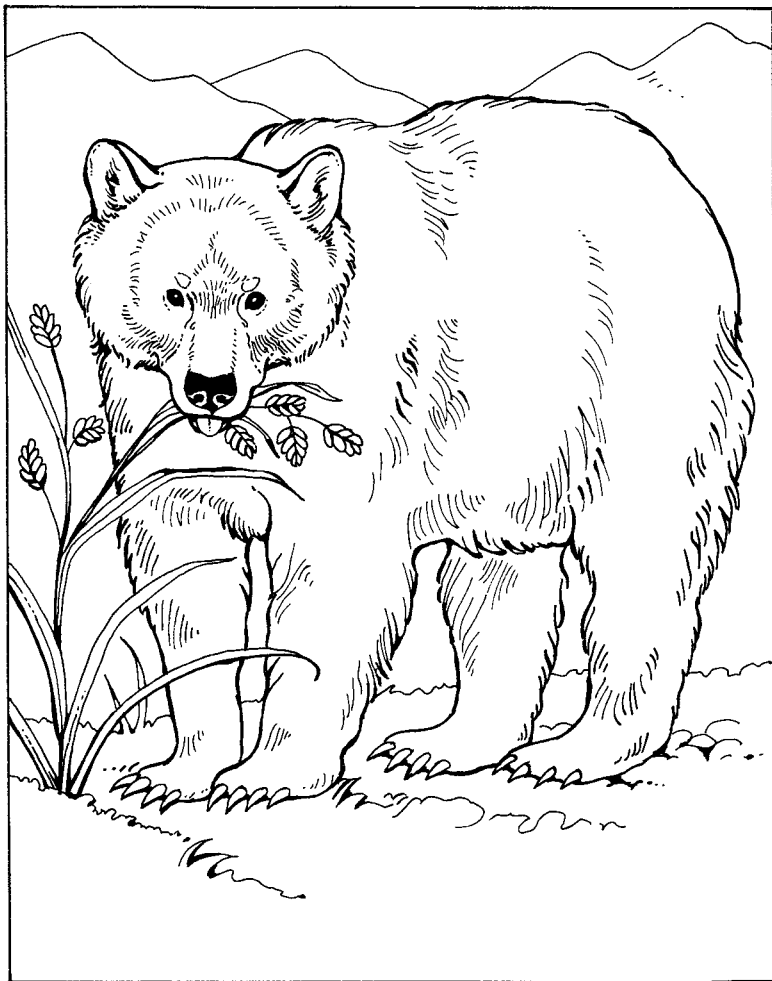
Yes, the small sly fox
lives in the mountains.
Does anything else
live in the mountains?



Yes, the big strong eagle
lives in the mountains.
Does anything else
live in the mountains?



Yes, the big proud deer
lives in the mountains.
Does anything else
live in the mountains?

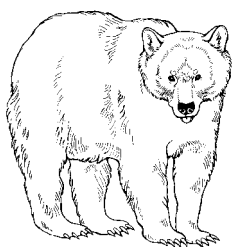
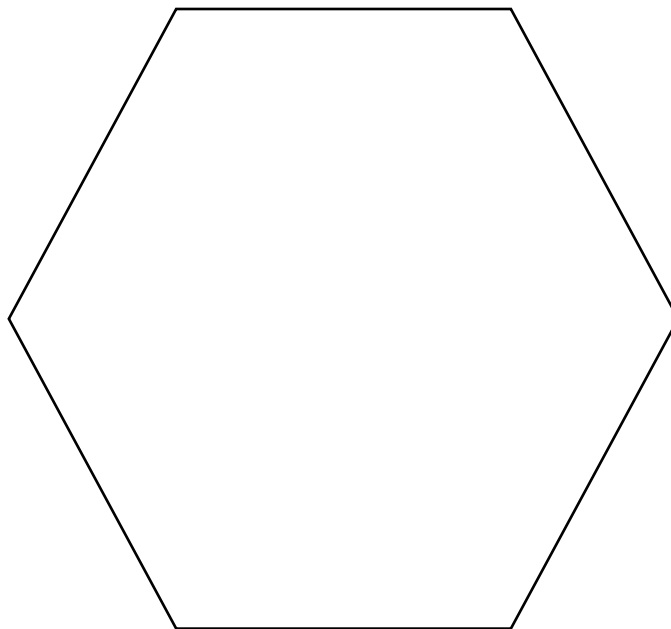
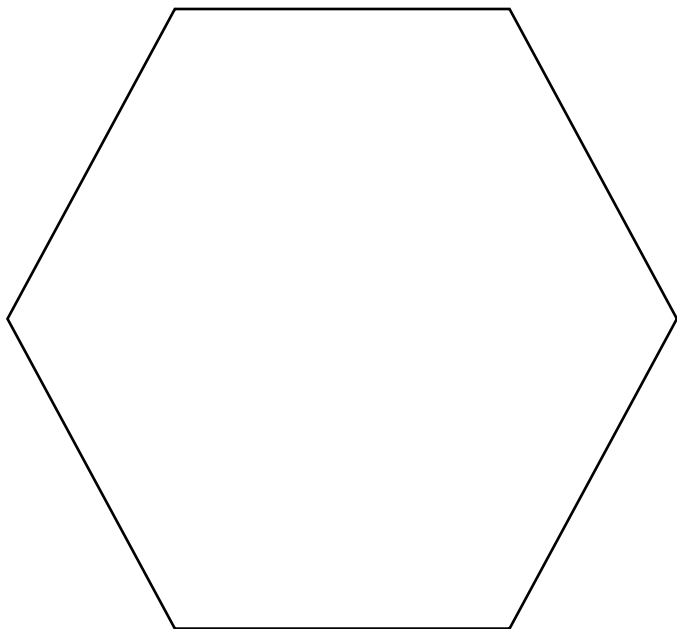


Yes, the big hungry bear
lives in the mountains.
Does anything else
live in the mountains?

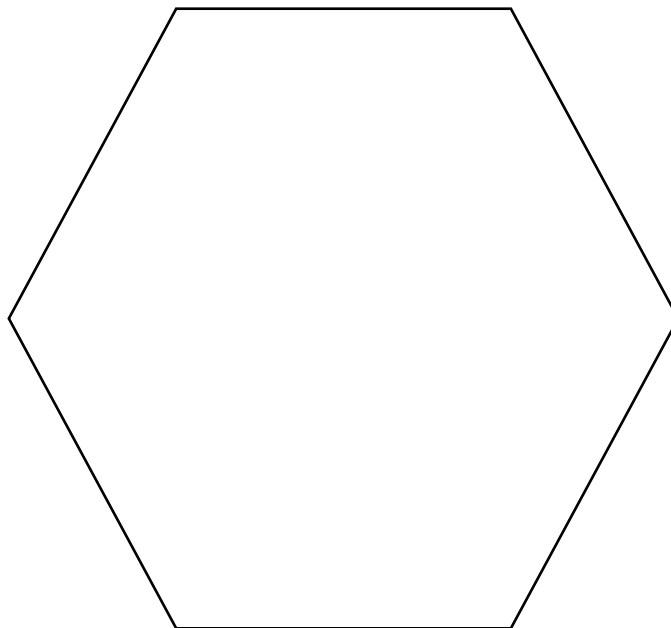
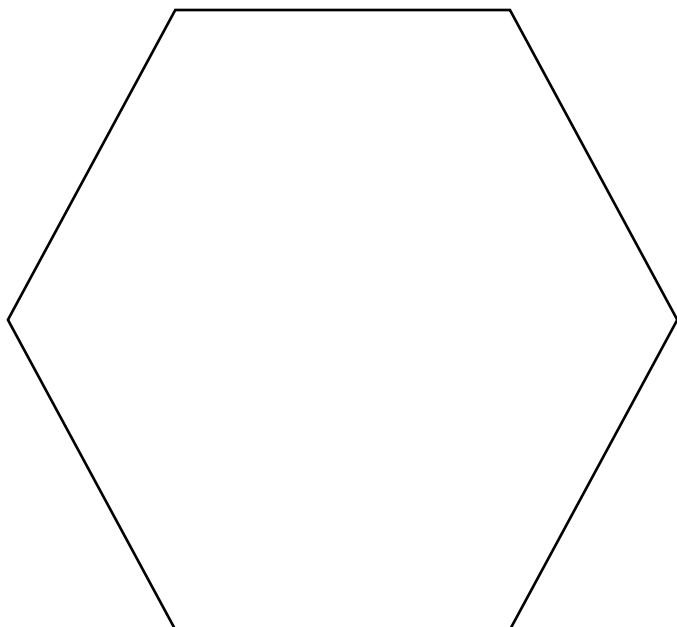
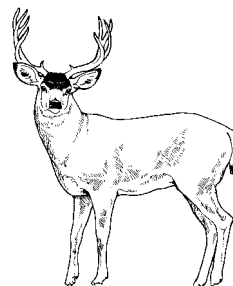


Yes, many animals
live in the mountains.
Can you name these animals
that live in the mountains?

Name _____



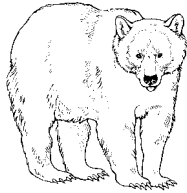
Many animals live
in the mountains.



INSTRUCTIONS: Have students draw and label a detail in each box that supports the main idea.

Name _____

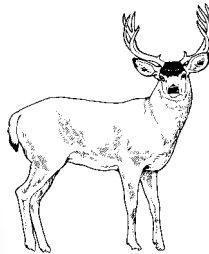
big black brown red
small proud large beautiful



_____ bear



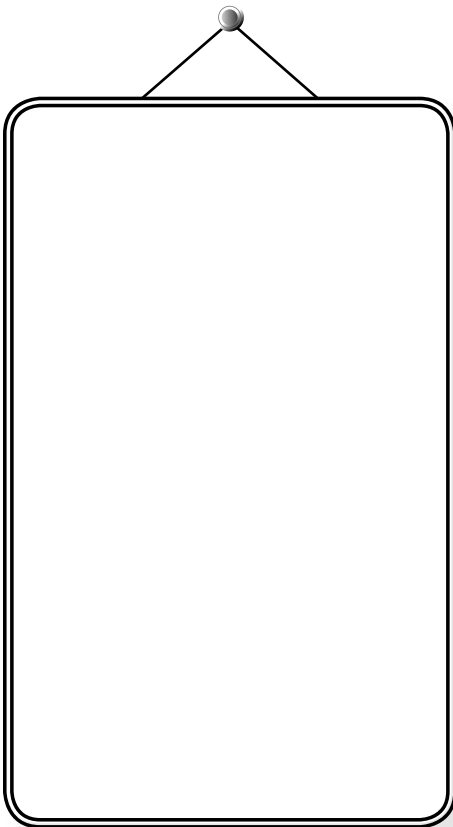
_____ eagle



_____ deer

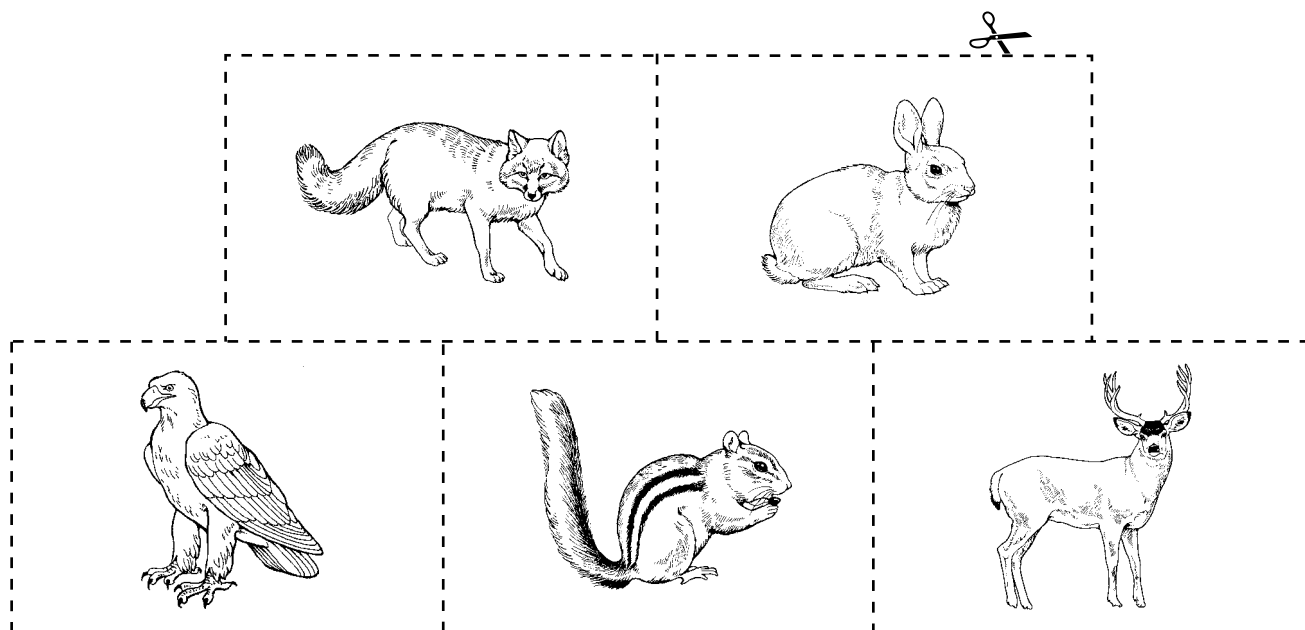
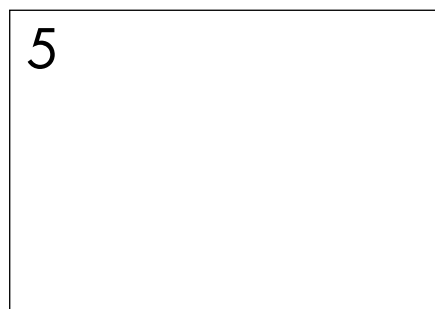
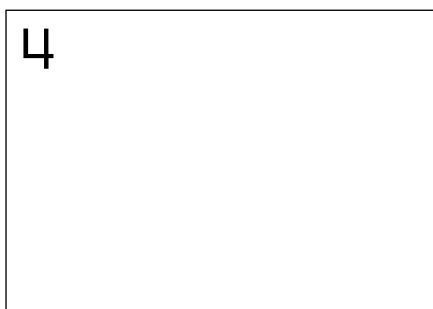
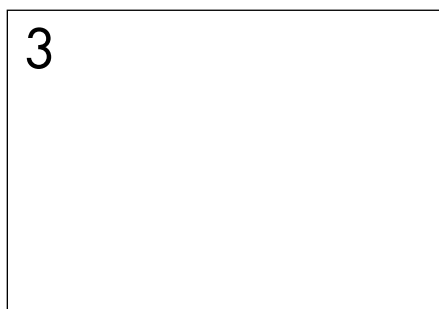


_____ fox



INSTRUCTIONS: Read the adjectives in the word bank with students. Have them use the adjectives to describe each animal. Then have students draw a different animal in the box and write an original sentence using adjectives on the lines provided.

Name _____



INSTRUCTIONS: Have students cut apart the pictures and write the name of the animal on the back of each picture. Then have them place the cards in alphabetical order in the spaces above.

LEVELED READER • E

Police Officers



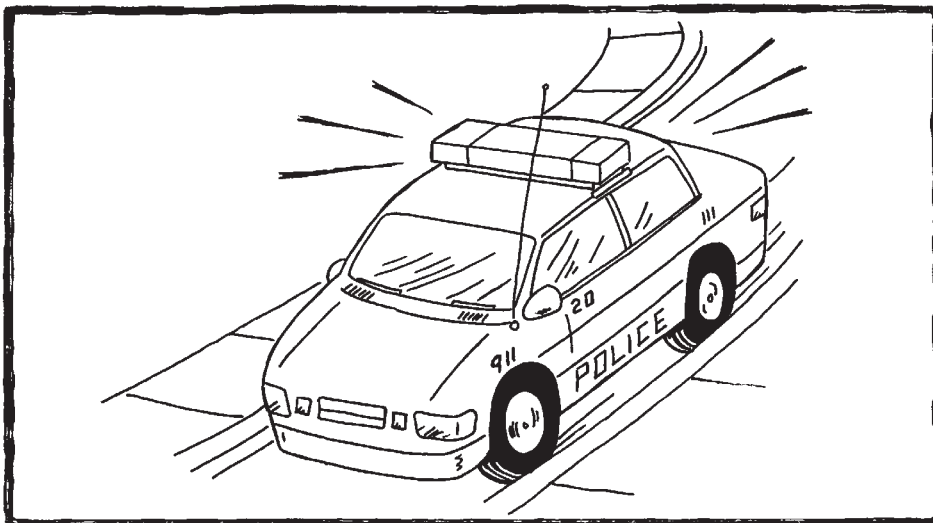
Written by Julie Harding • Illustrated by Charles Jordan

**Multi
level
E H K**

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Police Officers

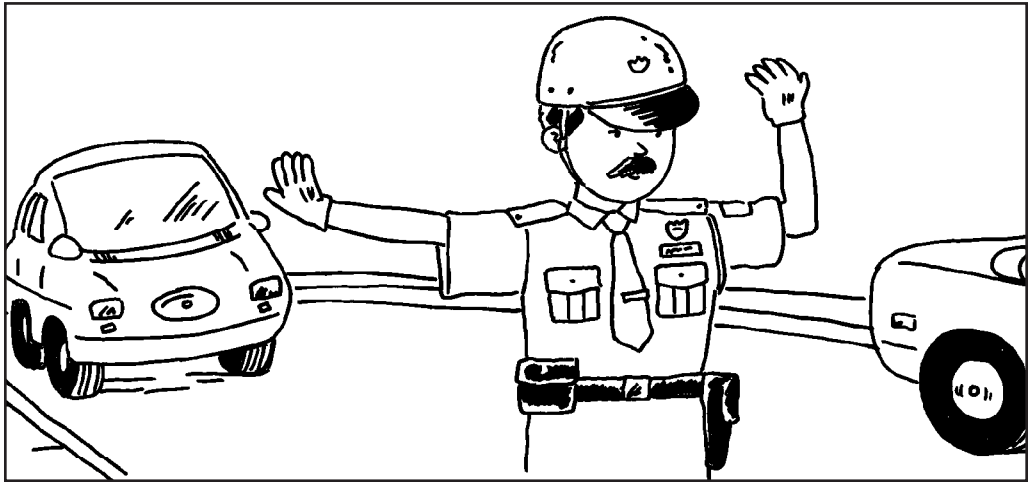
A Reading A-Z Level E Leveled Reader • Word Count: 95



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Police Officers



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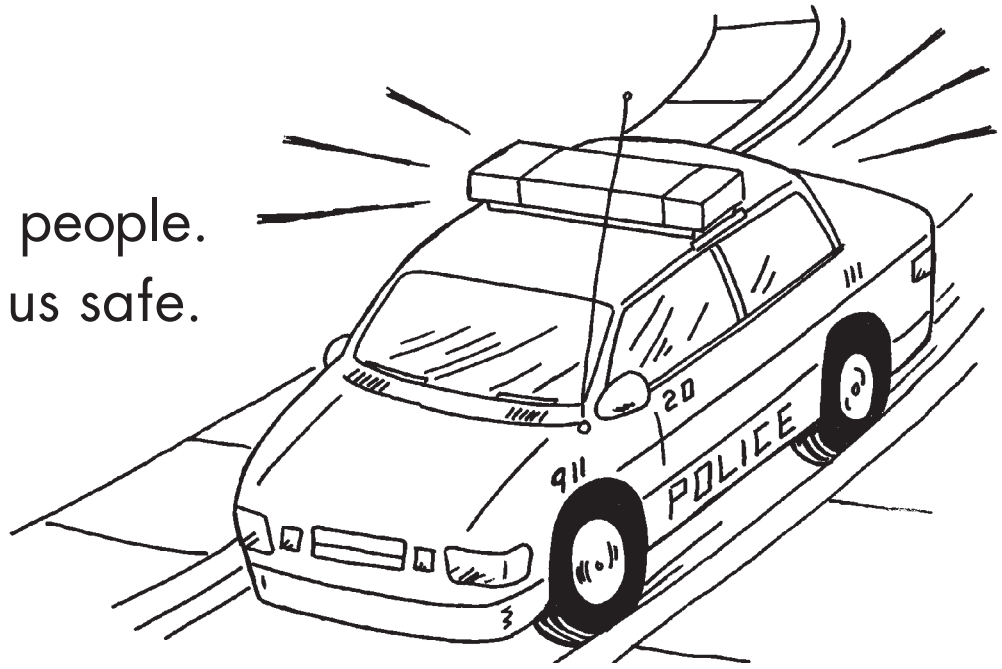
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8	DRA
7-8	Reading Recovery
E	Fountas & Pinnell

Correlation
LEVEL E

Police Officers
Level E leveled Reader
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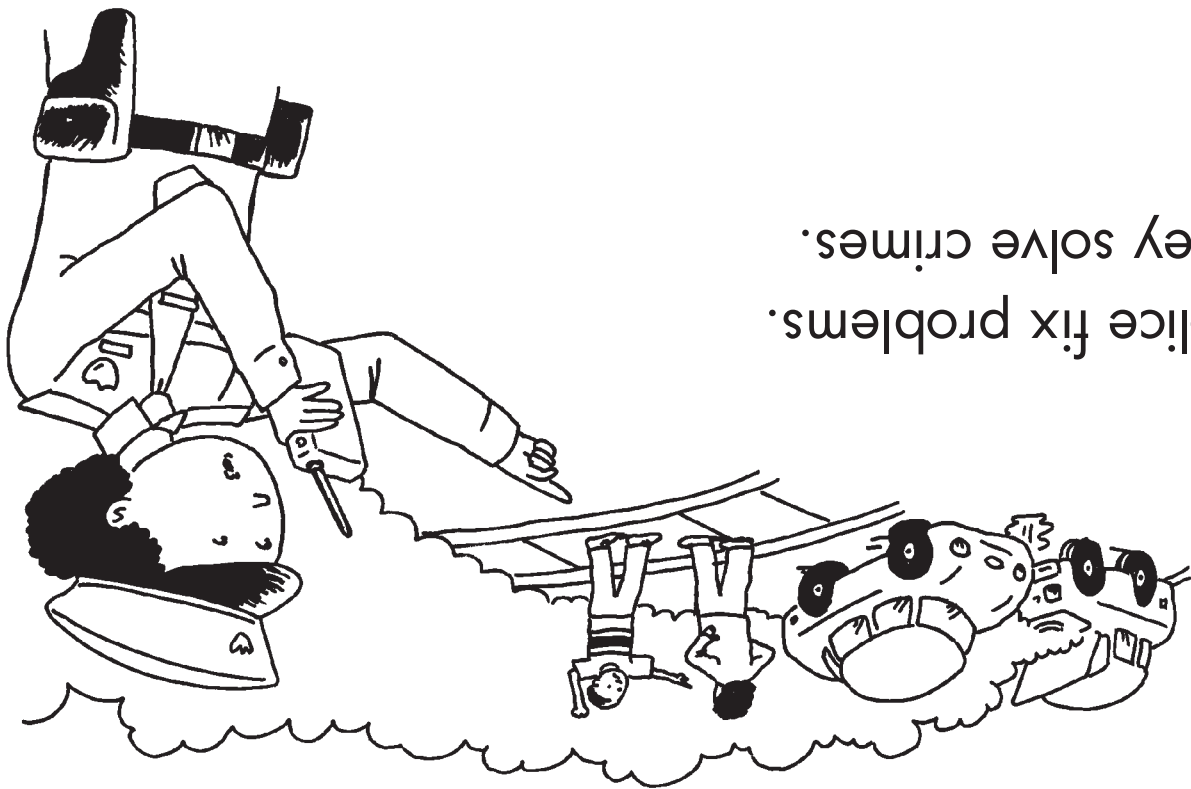
Police help people.
They keep us safe.



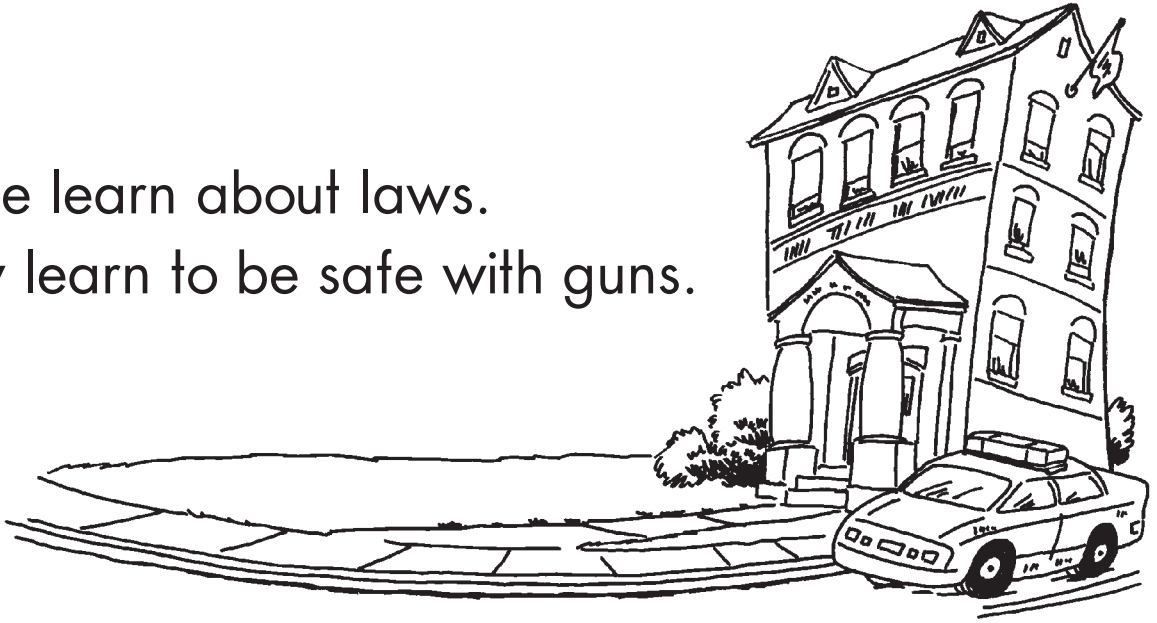
3

h

Police fix problems.
They solve crimes.



Police learn about laws.
They learn to be safe with guns.

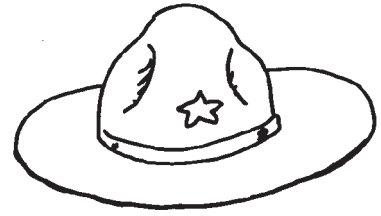
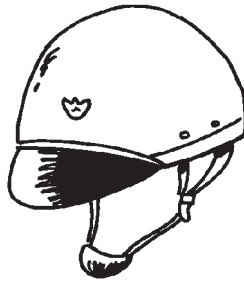
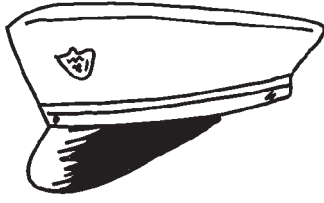


5

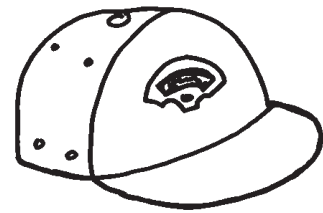
9

Police wear special clothes.
Some dress in blue.
Some wear tan or green.





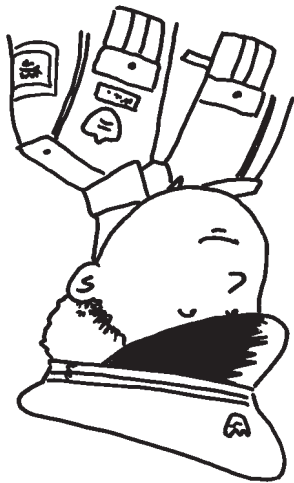
Many police wear hats.
Some wear helmets or caps.



7

8

Here are some police hats.



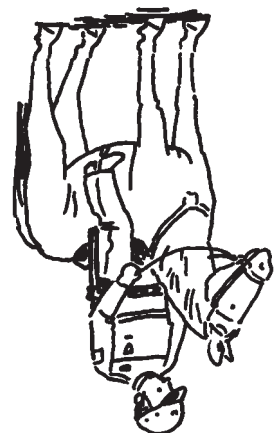
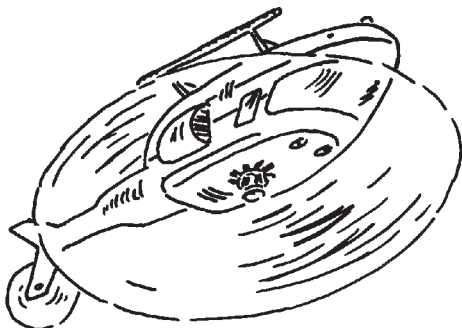
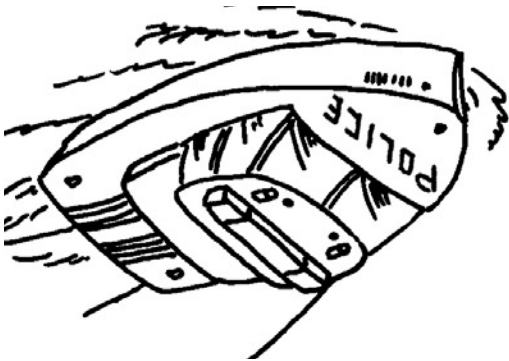


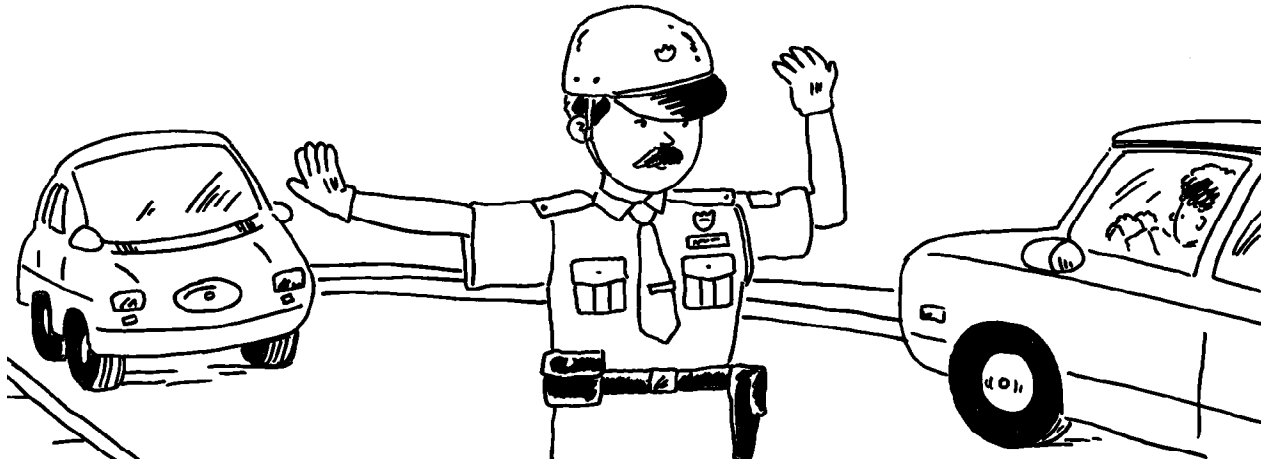
Many police ride in cars or walk.
Some travel in other ways.

9

10

Police may ride horses.
Some ride bicycles.
Some fly helicopters.
Others ride in boats.



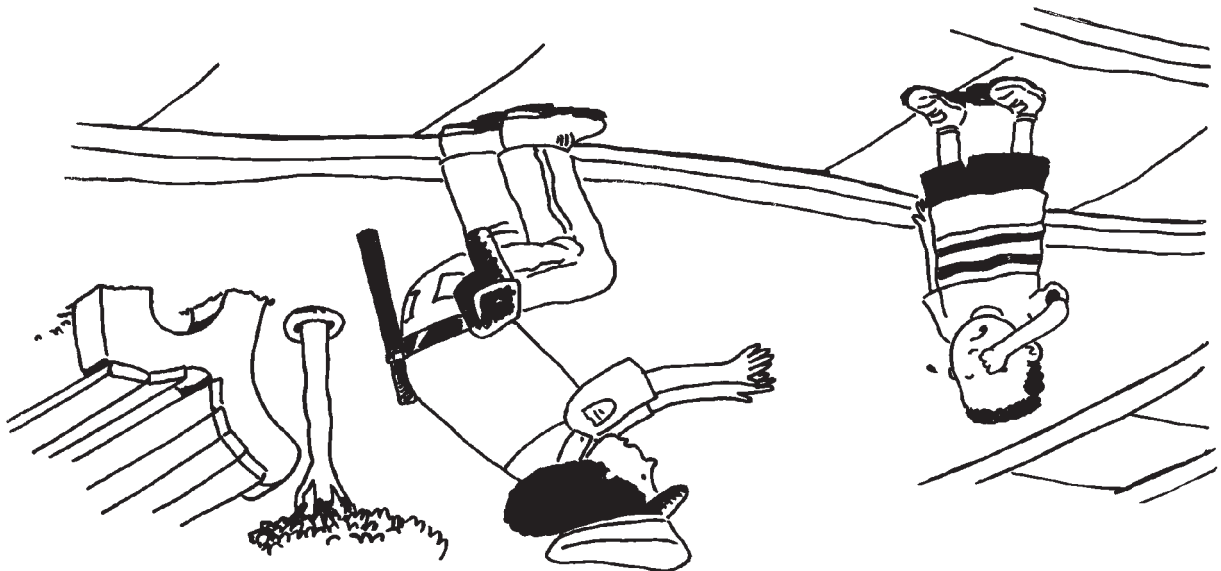


Police direct traffic.
They stop speeders.

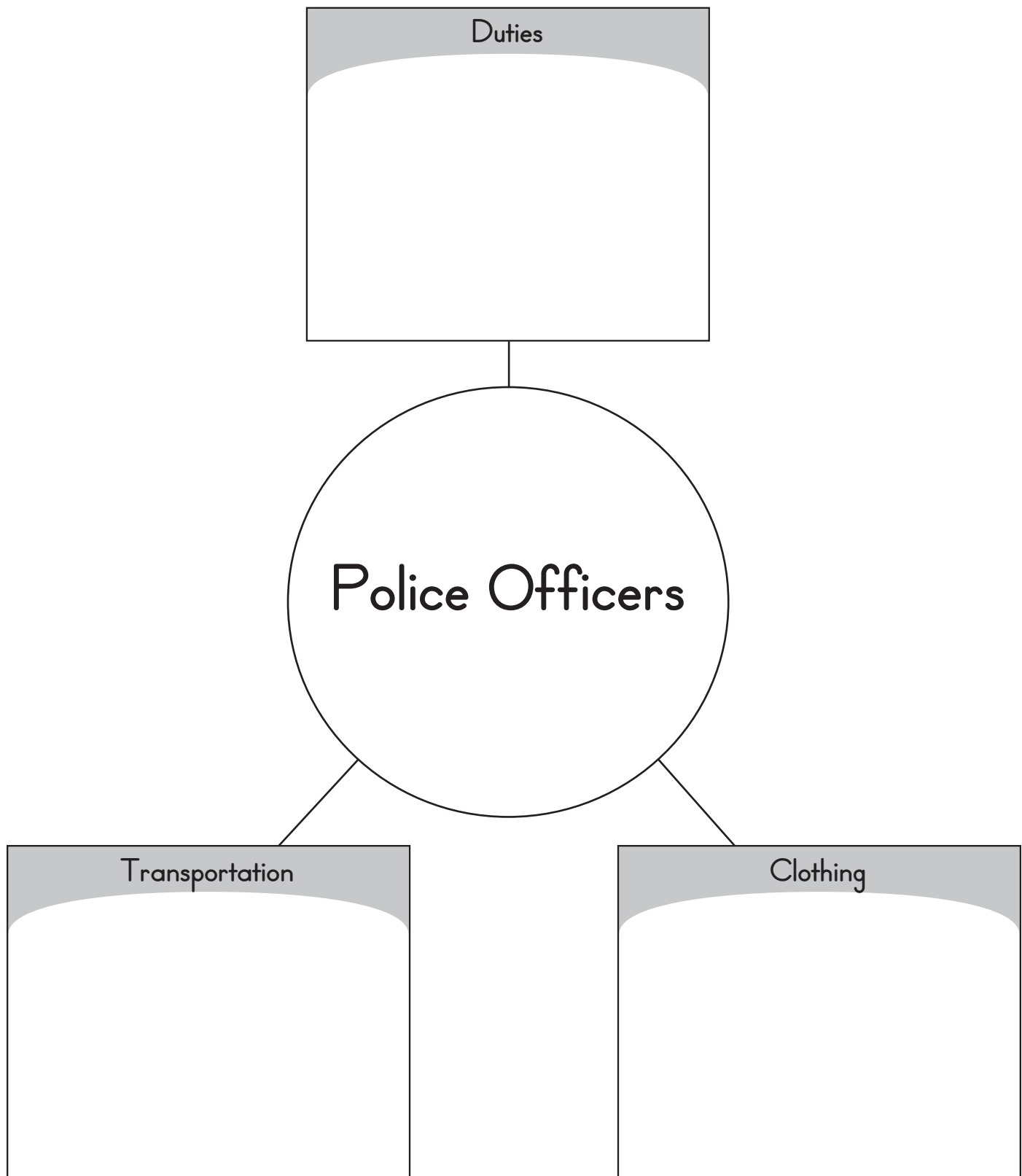
11

Sometimes police help lost children.
What other ways do they help us?

12



Name _____



INSTRUCTIONS: Have students write details that tell more about each main idea above.

Name _____

1. Here is a bat

2. Here is a ball

3. I have a glove

4. I have a cap

5. We can play



INSTRUCTIONS: Read the sentences aloud with students, pausing where periods should go. Have students write the periods in the proper places.

Name _____

1. The kids did work. Now they may play.

2. Teachers work hard. They care about kids.

3. Where are my shoes? They are not here.

4. I called my friends. They will come to my home.

INSTRUCTIONS: Read the sentences aloud with students. Have them underline the word *they*. Tell them to circle the word *they* refers to.

I'd Like to Be

A Reading A-Z Level E Leveled Reader

Word Count: 127



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LEVELED READER • E

I'd Like to Be



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I'd Like to Be



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Level E Leveled Reader
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Correlation

LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	8



I'd like to be a funny clown
with a happy smile.



I'd like to be a tall basketball
player with long legs.



I'd like to be a happy
gardener with pretty flowers.



I'd like to be a pretty mermaid
with long hair.



I'd like to be a brave cowboy
with a long lasso.



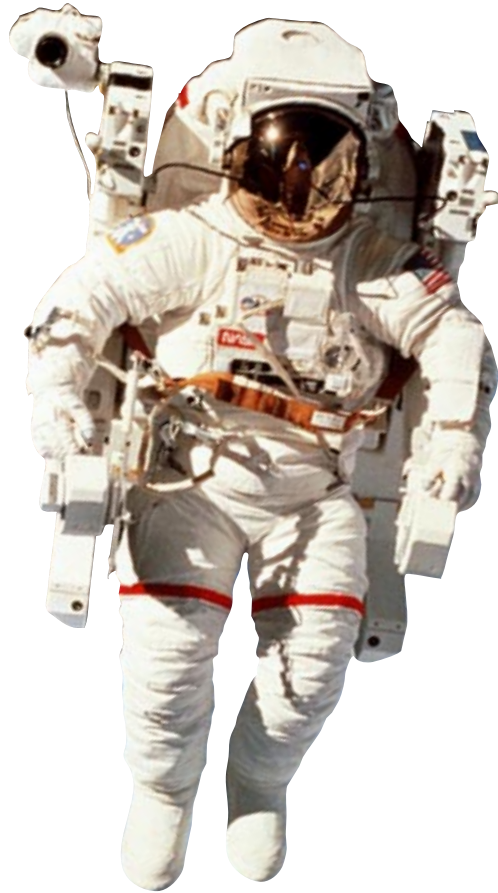
I'd like to be a strong
ballerina with a pretty tutu.



I'd like to be a happy artist
with a long paintbrush.



I'd like to be a strong pirate
with a long sword.



I'd like to be a brave astronaut
with a strong spacesuit.



I'd like to be a happy
zookeeper with a smart animal.



I'd like to be a smart musician
with a pretty song.



I'd like to be everything
I can be.

Name _____

Reality	Fantasy

I'D LIKE TO BE • LEVEL E • 1

I'd like to be _____ (real)	I'd like to be _____ (fantasy)

SKILL: REALITY AND FANTASY

INSTRUCTIONS: Have students write the job, profession, or type of person from the book under the correct heading in the chart. Then, in the box at the bottom, have them draw a picture of one thing that is real that they'd like to be on the left side, and one thing that is fantasy on the right side. Have students label their pictures.

Name _____

INSTRUCTIONS: Have students write the nouns in the box under the correct heading.

Word Bank

I'D LIKE TO BE • LEVEL E • 2

doctor waitress Miss Hansen tennis player
lake Natasha Wisconsin Principal Glass

Common Noun

Proper Noun

SKILL: PROPER NOUNS

Name _____

INSTRUCTIONS: Have students cut out the words and form compound words. Have them write the new words on a separate sheet of paper.



mail

box

school

man

lunch

yard

out

teacher

back

side

I'D LIKE TO BE • LEVEL E • 3

SKILL: COMPOUND WORDS

LEVELED READER • E

Animals, Animals



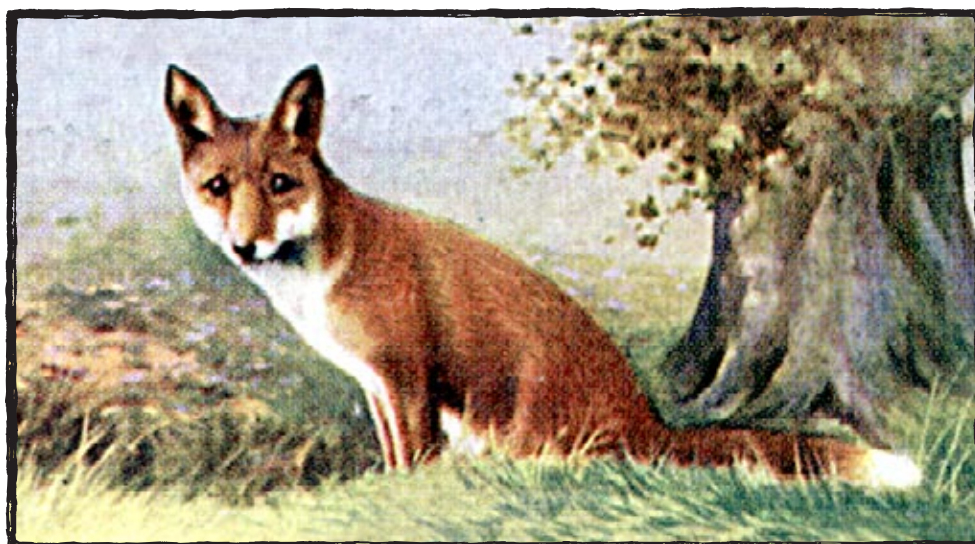
Written by Cheryl Ryan

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**Multi
level
E H K**

Animals, Animals

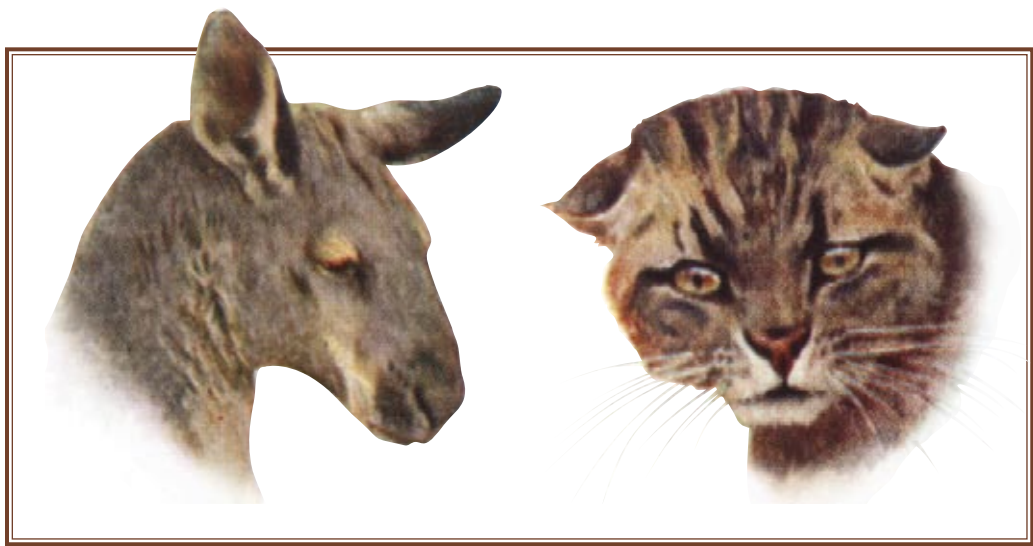
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Animals, Animals



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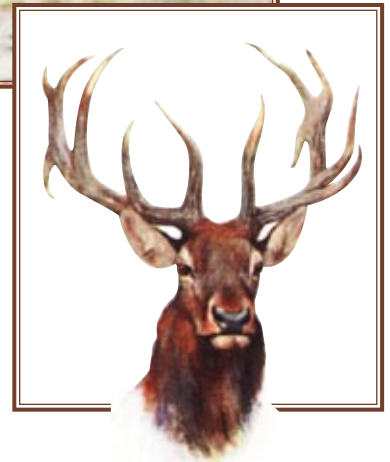
LEVEL E	
Fountas & Pinnell	E
Reading Recovery	7-8
DRA	8

Correlation

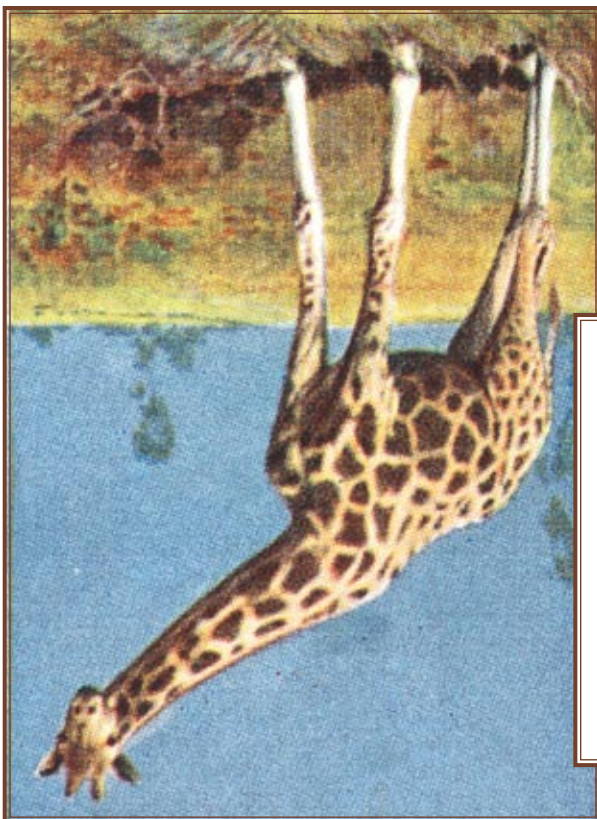
Animals, Animals
Level E leveled Reader
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There are many kinds
of animals.
Elk run fast.
Elk live in the mountains.



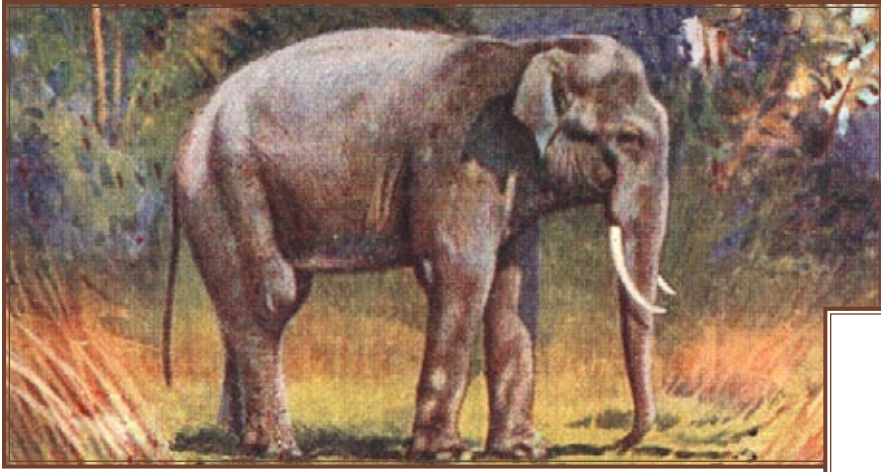
3



Giraffes are tall.
Giraffes have spots.



4



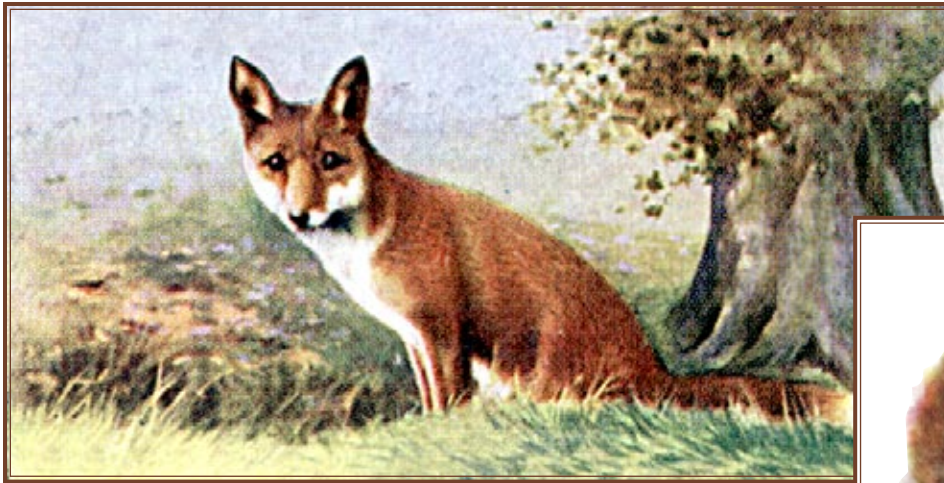
Elephants are strong.
Elephants have long trunks.

5

6

Camels live in deserts.
Camels can go without water for a long time.





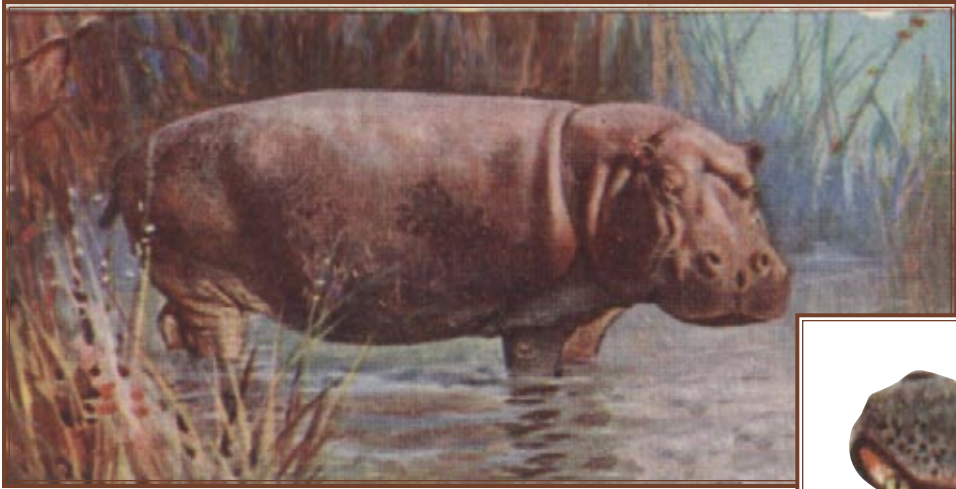
Foxes have bushy tails.
Foxes live in holes in the ground.

7

8

Zebras have stripes.
Zebras live in grassy places.





Hippos live near water.
Hippos have almost no hair.

9

10

Polar bears live in cold places.
Polar bears eat seals.
There are many kinds of animals.

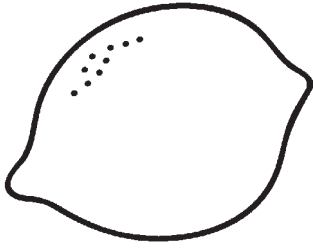


Name _____

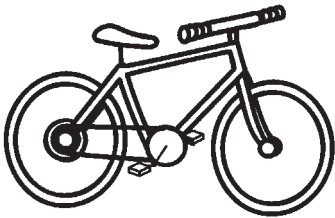
Animal	Detail (animal characteristic, habitat, or diet, for example)

INSTRUCTIONS: After completing the first example as a group, have students record the key facts of the remaining animals in the book.

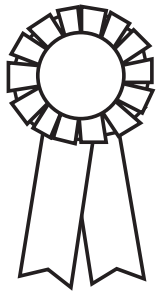
Name _____



lime



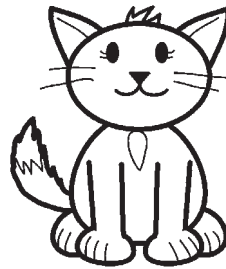
bike



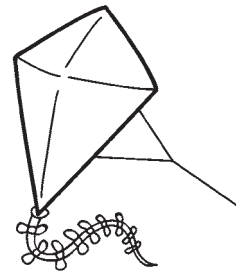
ribbon



line



kitten



kite

INSTRUCTIONS: Have students read each word and circle the words with the long /i/ vowel.

Name _____

1. The hippo made a loud noise.

2. The horse ate some yellow oats.

3. The animals roamed the rolling countryside.

4. Brown and red leaves fell from the trees.

5. Black stripes decorated the zebra's back.

6. The strong zookeeper trained the lions.

INSTRUCTIONS: Have students read each sentence, circle the adjective, and draw a line under the noun it describes.